Self-Study Report
for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2019-2020

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: Oklahoma State University

Name of Journalism/Mass Communications Unit: School of Media & Strategic Communications

Address: 206 Paul Miller Building, Stillwater, OK 74078

Date of Scheduled Accrediting Visit: November 17 – 20, 2019

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Dr. Craig Freeman

Title: Director, School of Media & Strategic Communications

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name: Dr. Glen Krutz

Title: Dean, College of Arts & Sciences

Signature: _____

PART I: General Information

Name of Institution: Oklahoma State University

Name of Unit: School of Media & Strategic Communication

Year of Visit: November 17-20, 2019

1. Check regional association by which the institution now is accredited.

___ Middle States Association of Colleges and Schools
___ New England Association of Schools and Colleges
_X_ North Central Association of Colleges and Schools
___ Northwest Association of Schools and Colleges
___ Southern Association of Colleges and Schools
___ Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

2. Indicate the institution's type of control; check more than one if necessary.

___ Private
_X_ Public
___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The State board, Oklahoma Regents for Higher Education, grants Oklahoma State University the right to award degrees. Oklahoma State University is also accredited by the North Central Association of Colleges and Schools.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

_X_ Yes
___ No
If yes, give the date of the last accrediting visit: January 26-29, 2014.

5. When was the unit or sequences within the unit first accredited by ACEJMC?

1948

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

SMSC's Mission and Vision Statement was revised and adopted for implementation during the September 20, 2013 faculty meeting:

Vision
Our vision for the School of Media & Strategic Communications is to be a niche program that offers cutting-edge educational programs and research. To do this, we will focus on a select number of programs and be the best in those. Instead of trying to be everything to everyone, we are focused on being the early adopters in strategic communication, multimedia journalism and sports media in terms of teaching, research and service. This requires us to be fast, flexible and responsive to the ever-changing world of media and strategic communications.

Mission
To accomplish our Vision, we are creating a learning environment for our students and faculty that can be summed up in three words: ***Instill, Inspire, Illuminate.***

Instill: We envision a program that instills our students with cutting-edge, forward-thinking, real-world knowledge in our three primary fields of focus: multimedia journalism, strategic communications, sports media, as well as in our graduate programs in news media and strategic communications management. We are making constant curriculum improvement, expanding our international focus, offering more on-line programs, incorporating social justice into all we do, and providing the finest technological capabilities so our students are learning on current platforms. We will be forming new alliances and partnerships with external corporations, as well as with other Schools and Colleges within the University, such as the Spears School of Business.

Inspire: We want the program to inspire students to succeed by providing the finest professional and academic educational experience possible. Our professors provide a rare combination of both academic and business expertise, and we are striving to be sure we have the right blend of talented faculty in the School. To do this, we plan to continue to recruit and retain the best and brightest faculty in our respective disciplines. We want to provide them with the training, support and mentoring they need to research, publish, teach and stay ahead of our ever-changing field. Faculty members are the heart of our program and we want to be sure that we have teachers who are passionate in the classroom not only for the subjects they are teaching, but for the students they teach.

Illuminate: We want our program to provide an illuminating educational experience for our students, faculty and staff. To do this, we must have the right faculty and the right courses, but we also need something else: the right environment. As the largest school within the College of Arts & Science, we have simply outgrown the Paul Miller Building, both in the number of students and in its limited ability to support today's mass communications technological needs. Our goal is to design and build a building that will provide an illuminating educational

experience–one that will help us recruit and retain the best and brightest students, faculty and staff.

7. What are the type and length of terms?

Semesters of __16____ weeks
Quarters of _____ weeks
Summer sessions of _4 or 8_ weeks
Intersessions of __3__ weeks

8. Check the programs offered in journalism/mass communications:

_X_ Bachelor's degree
_X_ Master's degree
___ Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC.

Multimedia Journalism (BA/ BS)
Sports Media (BA/ BS)
Strategic Communication (BA/ BS)

10. Credit hours required by the university for an undergraduate degree: 120 semester hours.
(Specify semester-hour or quarter-hour credit.)

11. Give the number of credit hours students may earn for internship experience.
(Specify semester-hour or quarter-hour credit.) Three semester hours.

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence	Sequence Head
Multimedia Journalism	Dr. Joey Senat
Sports Media	Dr. John McGuire
Strategic Communications	Dr. Lori McKinnon

13. Number of full-time students enrolled in the institution: 25,594

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty	Undergraduate majors
Multimedia Journalism	91
Sports Media	126
Strategic Communication	250
Pre-majors	43
Total	510

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2019

Course Number	Section	Title	Enrollment
MC 2003	23510	Media Style & Structure	8
MC 2003	23512	Media Style & Structure	20
MC 2003	23516	Media Style & Structure	12
MC 2003	23520	Media Style & Structure	17
MC 2003	28683	Media Style & Structure	20
MC 2023	23525	Electronic Communication	20
MC 2023	29846	Electronic Communication	20
MC 2023	29847	Electronic Communication	20
MC 2023	30481	Electronic Communication	18
MC 2023	30482	Electronic Communication	14
MMJ 3153	22258	Fundamentals of Audio and Video Production	20
MMJ 3153	22259	Fundamentals of Audio and Video Production	20
MMJ 3153	22260	Fundamentals of Audio and Video Production	15
MMJ 3153	22261	Fundamentals of Audio and Video Production	14
MMJ 3263	22262	Multimedia Reporting	20
MMJ 3263	22263	Multimedia Reporting	9
MMJ 3263	28428	Multimedia Reporting	18
MMJ 4313	28025	Public Affairs Reporting	16
MMJ 4553	22267	News Production	8
MMJ 4953	22268	Advanced Production Practices	17
MMJ 4973	22269	Multimedia Journalism Capstone	20
MMJ 4973	22270	Multimedia Journalism Capstone	3

SPM 3813	23511	Sports Reporting Across the Media	18
SPM 4813	23523	Sports Media Production	20
SPM 4853	29845	Advanced Sports Writing	11
SPM 4883	23524	Sports Media Capstone	20
SPM 4883	23526	Sports Media Capstone	20
SC 3353	23195	Persuasive Writing for Strategic Communicators	19
SC 3353	23199	Persuasive Writing for Strategic Communicators	19
SC 3603	30480	Copywriting and Creative Strategy	14
SC 3703	23209	Graphic Design for Strategic Communications	20
SC 3703	23210	Graphic Design for Strategic Communications	20
SC 3703	23211	Graphic Design for Strategic Communications	18
SC 4493	23213	Advanced PR Writing	18

Fall 2019

Course Number	Section	Title	Enrollment
MC 2003	62057	Media Style & Structure	20
MC 2003	62059	Media Style & Structure	18
MC 2003	62062	Media Style & Structure	20
MC 2003	67359	Media Style & Structure	20
MC 2023	70513	Electronic Communication	20
MC 2023	70514	Electronic Communication	20
MC 2023	70515	Electronic Communication	19
MC 2023	70516	Electronic Communication	20
MMJ 3153	62310	Fundamentals of Audio and Video Production	12
MMJ 3153	62311	Fundamentals of Audio and Video Production	14
MMJ 3153	65275	Fundamentals of Audio and Video Production	13
MMJ 3263	62312	Multimedia Reporting	15
MMJ 3263	70816	Multimedia Reporting	17
MMJ 3313	62313	Editing in a Multimedia Environment	14
MMJ 3553	62314	Advanced Reporting	15
MMJ 3553	62315	Advanced Reporting	15
MMJ 3823	70976	Photography I	13
MMJ 3823	70977	Photography I	6
MMJ 3913	62319	Field Production	17
MMJ 3913	62320	Field Production	10
MMJ 3913	70899	Field Production	18
SPM 3813	62590	Sports Reporting Across the Media	19
SPM 3863	62592	Electronic Sports Reporting	14

SPM 3863	62593	Electronic Sports Reporting	20
SPM 4053	62594	Sports Announcing	20
SC 3353	65651	Persuasive Writing for Strategic Communicators	20
SC 3353	71647	Persuasive Writing for Strategic Communicators	11
SC 3603	63154	Copywriting and Creative Strategy	17
SC 3703	63155	Graphic Design for Strategic Communications	18
SC 3703	63159	Graphic Design for Strategic Communications	19
SC 3703	63166	Graphic Design for Strategic Communications	16
SC 4493	63203	Advanced PR Writing	17
SC 4493	63206	Advanced PR Writing	19

16. Total expenditures planned by the unit for the 2019–2020 academic year: $1,349,408
Give percentage increase or decrease in three years: 1.41% increase
Amount expected to be spent this year on full-time faculty salaries: $1,246,436

17. List name and rank of all full-time faculty in the accredited unit in fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Faculty Member	Rank	Leave/Sabbatical
Max Andrews	Lecturer	
Clara Bae	Assistant Professor	
Asya Cooley	Assistant Professor	
Skye Cooley	Assistant Professor	
Craig Freeman	Director & Associate Professor	
Shane Graber	Post-Doctoral Fellow	
Jack Hodgson	Associate Professor	
Shane Hoffman	Lecturer	
Jared Johnson	Assistant Professor	
Stan Ketterer	Associate Professor	
Ted Kian	Professor	Sabbatical
Bobbi Kay Lewis	Associate Professor	
John McGuire	Professor	
Lori McKinnon	Associate Professor	
Ray Murray	Associate Professor	
Gina Noble	Associate Professor of Professional Practice	
Joey Senat	Associate Professor	
Danny Shipka	Associate Professor	Leave

18. List names of part-time/adjunct faculty teaching at least one course in fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation

visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

Adjuncts Fall 2019	Adjuncts Spring 2019
Bonnie Cain-Wood	Daniel Crutcher
Daniel Crutcher	Jeremy Davis
Jeremy Davis	Tim Jessell
John Helsley	Nicole Morgan
Dave Hunziker	Juliana Nykolaiszyn
Tim Jessell	Gary Shutt
Kelly Kerr	Bob Tourtellote
Nicole Morgan	Andy Wallace
Juliana Nykolaiszyn	
Gary Shutt	
Andy Wallace	

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number in Compliance	Percent
2018-2019 academic year	_156_	_156_	_100%_
2017-2018 academic year	_169__	_169_	_100%_

PART **II: Supplementary Information**

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2018–2019 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2018–2019. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add or delete lines as needed.

| Undergraduate programs of study | Number of Students | | | | Total students | Degrees Conferred 2018-19 |
	frsh	soph	jr	sr		Bachelor's
Pre-majors, if any*	41	2			43	
1. Multimedia Journalism		31	30	30	91	16
2. Strategic Communication		71	71	108	250	102
3. Sports Media		39	33	54	126	38
Total students	41	143	134	192	510	156

* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2. Full-Time Faculty
    List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.
    (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

Semester or Quarter: Fall, 2019

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg.	rsch.	svc.
Unit Administrator										
Freeman, Craig	8	14	5	14	JD	Y	3	22.5%	22.5%	55%
Professors										
Kian, Ted	5	16	8	3	Ph.D.	Y	6	40%	50%	10%
McGuire, John	12	18	18	4	Ph.D.	Y	6/9	60%	30%	10%
Associate Professors										
Hodgson, Jack	17	27	27	20	MA	Y	12	100%		
Ketterer, Stan	21	21	21	14	Ph.D.	Y	6/9	50%	40%	10%
Lewis, Bobbi Kay	9	15	15	9	Ph.D.	Y	3/2	70%	20%	10%
McKinnon, Lori	2	24	15	19	Ph.D.	Y	6/9	60%	30%	10%
Murray, Ray	21	15	15	9	MA	Y	15/12	80%	10%	10%
Senat, Joey	8	23	21	15	Ph.D.	Y	3/2	50%	40%	10%
Shipka, Danny	11	12	7	1	Ph.D.	Y	9/6	50%	40%	10%
Assistant Professors										
Bae, Clara	15	2.5	2.5	2.5	Ph.D.	N	6	50%	40%	10%
Cooley, Asya	10	2	2	.5	Ph.D.	N	6	40%	50%	10%
Cooley, Skye	6	8	2	2	Ph.D.	N	6	40%	50%	10%
Johnson, Jared	7	19	5	5	Ph.D.	N	6	40%	50&	10&

Instructors/Lecturers

Andrews, Max	45	5	5	1	MA	N	6	70%	0%	30%
Hoffman, Shane	6	6	6	2	MS	N	9	100%		

Associate Professor of Professional Practice

Noble, Gina	12	17	17	5	MS	N	12	85%	0%	15%

Post-Doctoral Fellow

Graber, Shane	14	2	.5	.5	Ph.D.	N	6	50%	40%	10%

Table 3. Part-Time Faculty
    List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course **during the two semesters or quarters before the accreditation visit.** Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

Semester or Quarter: Fall, 2019

Name and Rank	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. teaching this semester	teaching responsibilities: in charge of course	lectures	assists in lab	assists teacher in charge
Cain-Wood, Bonnie Adjunct Instructor	20	8	MS	Y	N	6	X			
Crutcher, Daniel Adjunct Instructor	24	7	MS	Y	N	3	X			
Davis, Jeremy Editor in Residence	10	6	BS	Y	N	3	X			
Helsley, John Adjunct Instructor	26	.5	BS/BA	Y	N	3	X			
Hunziker, Dave Adjunct Instructor	31	13	BA	Y	N	3	X			
Jessell, Tim Adjunct Instructor	33	3	BFA	Y	N	6	X			
Kerr, Kelly Adjunct Instructor	34	1	BSBA	Y	N	3	X			
Morgan, Nicole Adjunct Instructor	13	1.5	BA	Y	N	3	X			
Nykolaiszyn, Juliana Adjunct Instructor	20	8	MS	Y	Y	3	X			
Shutt, Gary Adjunct Instructor	45	1	BS	Y	N	3	X			

Name / Title							
Wallace, Andy							
Adjunct Instructor	30	8	MS	Y	N	3	X

Semester or Quarter: Spring, 2019

Name / Title							
Crutcher, Daniel							
Adjunct Instructor	24	7	MS	Y	N	3	X
Davis, Jeremy							
Editor in Residence	10	6	BS	Y	N	3	X
Jessell, Tim							
Adjunct Instructor	33	3	BFA	Y	N	6	X
Morgan, Nicole							
Adjunct Instructor	13	1.5	BA	Y	N	3	X
Nykolaiszyn, Juliana							
Adjunct Instructor	20	8	MS	Y	Y	3	X
Shutt, Gary							
Adjunct Instructor	45	1	BS	Y	N	3	X
Tourtellote, Bob							
Adjunct Instructor	32	4	MA	Y	N	6	X
Wallace, Andy							
Adjunct Instructor	30	8	MS	Y	N	3	X

2. Describe the history of the unit in no more than 500 words.

The first full-term journalism course (Agricultural Journalism) was offered at Oklahoma State University in 1908. In 1914, the first full journalism curriculum was offered through the Department of English and Public Speaking, which evolved in 1923 to the Department of English and Journalism in the College of Arts & Sciences.

A separate Department of Journalism within the School of Science and Literature (now the College of Arts & Sciences) was created in 1937. In 1947, the department became the Department of Technical Journalism and gained accreditation in 1948. In 1958, OSU established a School of Communications, incorporating technical journalism, photography, speech and drama, and radio and television. With a change in deans and pressure from the speech faculty, the school was disbanded within a year and a Department of Journalism again was established in 1959.

Soon after his arrival in 1960 to head the revamped program, Dr. Charles L. Allen, formerly assistant dean of the Medill School of Journalism, again attained School status when the Oklahoma Regents for Higher Education approved the title School of Journalism and Communications. Dr. Harry Heath succeeded Allen in 1967, and in 1970 the OSU administration moved broadcasting, which had become a separate department in 1960, into the journalism unit. The journalism and broadcasting unit, after a statewide poll among media professionals, was renamed the School of Journalism and Broadcasting.

Dr. Marlan D. Nelson was appointed Director in October 1982 after the retirement of Dr. Harry Heath, and Dr. Paul Smeyak was selected as director in 1996 after a national search when Dr. Nelson retired. Dr. Smeyak stepped down to join the faculty in July 2002, and Dean John Dobson appointed Dr. Tom Weir, a six-year member of the advertising faculty, as Director. When Dr. Weir decided to step down at the end of the 2007-08 academic year, a national search was conducted and then Dean Peter Sherwood appointed Dr. Derina Holtzhausen as professor and Director. In 2009, the School added Sports Media as a sequence and changed the School's name to the School of Media & Strategic Communications. Dr. Holtzhausen accepted a position as the Dean of a unit at Lamar University. Following a national search, then Dean Bret Danilowicz appointed Craig Freeman as Director of the School.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The School of Media & Strategic Communications (SMSC) is one of 24 departments in the OSU College of Arts & Sciences (CAS). It is one of three units that has school status. The School's budget allocation is based on a traditional financial approach at the College level where requests for additional resources are competitive with other programs in the College. Each request for new resources has to be based on the School's performance and needs. SMSC also has discretionary funds raised from private donors to support the School's mission.

The School experienced a spike in enrollment in the early part of the decade, with enrollment of majors and pre-majors approaching 750 students in 2015. Enrollment has returned to predictable levels this year. The high enrollment brought a great deal of pressure for offering

enough courses and course sections, particularly labs. In addition to serving students in the School, the unit fulfils its mission to the university with *Media in a Diverse Society*, a general education offering. The course has been approved as a general education course with a Diversity emphasis. OSU students are required to take a course with a Diversity designation as part of their general education curriculum. SMSC annually offers this course to about 650 students, and it is an important recruitment tool for the School.

In addition to the increase in enrollment, SMSC's changes in its curriculum further added to the pressure on infrastructure. Changes to the curricula required more courses with lab sections, more technology more specialized faculty members. OSU and CAS have been supportive in terms of funding for staffing and technology. SMSC has aggressively pursued funding for special technology needs through the Technology Fee Grant Program. During the past five years, the School has been awarded $750,000 in grant funding through this program. CAS also maintains computers and software in the existing labs in the Paul Miller Building.

The above shows that SMSC is a valued member of the OSU academic and student community. In the last six years, SMSC has positioned itself to be a valued member of the international mass communication community. We established a partnership with Lund University in Sweden, fostering an active exchange of students. We are developing a partnership with Fudan University in China. Five OSU students studied in Shanghai last summer. Five students from Fudan are on campus now.

We have strengthened our connections to alumni. Annual giving to the School hovered at approximately $20,000 per year during the last review cycle. We have significantly increased support for the School, with pledged gifts exceeding $4 million since the last review period. Because of the generosity of our alumni, the School has been able to increase scholarship offers. We are now able to award close to $100,000 in scholarships annually. Recently, we have been able to offer summer stipends for students working with non-profits.

As a land grant university, OSU has a focus on improving the state, the country and the world through its scholarship, teaching and service. We have focused on scholarship during the last six years, increasing research output by 30% and winning several significant competitive grants.

Staffing is one of the biggest hurdles facing the School. Our colleagues have been tapped for leadership positions on campus and at other universities. Our previous director, Dr. Derina Holtzhausen, was selected as the Dean of a unit at Lamar University. Our previous associate director, Dr. BobbiKay Lewis, was selected as the Associate Dean of Outreach and Communications for OSU's College of Arts and Sciences. Dr. Jami Fullerton was selected as the Director of Academic Programs at OSU's School of Global Studies. Dr. Kathleen McElroy was selected as the Director of the School of Journalism at the University of Texas at Austin. Professor Hillary Speed moved to Florida A&M University. Holtzhausen, Lewis, Fullerton, and Speed all taught primarily in the Strategic Communication area. We have struggled to replace their talent, but we are making headway this year in this important area. We have an open rank search underway this fall to replace the line vacated by Dr. Lewis. We are also searching for two professors of practice in Strategic Communications. One is to replace the line vacated by Professor Speed. The other is a new line with a focus on Entertainment Media.

The condition of the Paul Miller Building was an area of concern at the last re-accreditation and remains an issue. We have made significant investments in the building, working to add modern signage and update facilities while we work toward new facilities.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

We remain committed to our mission to *Instill, Inspire and Illuminate.*

Instill – We contribute to a program that instills our students with cutting-edge, forward-thinking real-world knowledge. We did not have live broadcast programming at the last site visit. We started with a partnership with a local media outlet to provide pre-game football coverage. We added a weekly live sports program. Today, we have a daily newscast, three live sports shows, two recorded programs and our live pre-game programming. Last year, we purchased equipment that allows students to broadcast live content from anywhere in the world. This year, we added over-the-top technology, so student productions may be viewed on mobile devices as well as Roku, FireStick and AppleTV devices. We have grown digital sales by 400% and added major sponsorships for student media. We added an in-house agency for our strategic communication students. We have fully embraced our mission to instill our students with the tools they need for success after graduation.

Inspire – We strive to provide the finest professional and academic experience possible. We hired outstanding faculty to work with our students. Their unique skillsets in eye-tracking, social media and nonprofit research provide students with hands on opportunities with cutting edge technology. We have increased outlets for student work, regularly getting students involved as soon as they arrive on campus. We challenge students to compete on the national stage. The results have been impressive. Our NSAC team finished second in the country. Two of our sports media majors won Hearst Awards. The School finished in the top ten in the Hearst National Writing Competition four of the six years since the last site team visit. Multimedia students and production teams have earned top honors at national broadcast competitions. We are helping talented Oklahoma students earn national championships.

Illuminate – We work daily to provide an illuminating educational experience for our students, faculty and staff. We have hired transformative faculty members who bring innovation and energy to our program. We developed new opportunities in Student Media, providing additional platforms for student and faculty innovation. We renovated facilities and equipment, injecting close to $750,000 to provide state of the art resources for students, faculty and staff.

We believe there are opportunities for smart growth. In September, we proposed two new sequences in Strategic Communication: Entertainment Media and Social Media. If the proposals are accepted, we will begin offerings in these areas in the fall of 2020.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The previous site team identified three weaknesses: 1.) rapid growth in enrollment stretching capacity; 2.) underdeveloped relationships with alumni and professional constituencies; and 3.) an aging building.

The rapid growth has slowed. We have been able to make strong strategic hires to address growth areas in the future. We are well positioned for smart growth in the next review period.

We have focused on connecting with alumni and local professionals. Faculty members joined local chapters of professional organizations. Faculty work with alumni and local professionals on projects for class and the community. We actively welcome alumni back to campus. The results are best observed by the success of our fundraising. Alumni have pledged millions to support our School, a dramatic increase in support from the last reporting period.

We are making progress on a new facility. Our growth in alumni support is a key factor in obtaining a new facility. We have a base of potential funders for a new facility. The president, dean and senior administrators understand our need and are working with us to find solutions.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

We started working in earnest on the self-study two years ago. We attended meetings regarding accreditation and began reviewing self-studies and site team reports. One year ago, we began to gather materials for the self-study. In January of this year, we met as a faculty to discuss the process of re-accreditation. The standards in Part II were reviewed and faculty members worked in small teams to draft responses for each standard. Each faculty member worked on at least two standards. As the semester progressed, we received progress updates for each standard. First drafts of each standard were completed in late May. The administrative team reviewed each standard to fill in gaps as needed. Professor Ray Murray edited each standard for content and style. Second drafts of each standard were returned to the faculty in early August. The entire study was discussed at the August and September faculty meetings. The administrative team made final edits and posted the study online for the site team.

Our recordkeeping in some areas was solid, especially in the areas of scholarship, human resources and advising. We were weak in other areas, most notably in keeping track of guest speakers and alumni contact. We will institute practices in the future to keep better track of our activities in those areas.

We feel our record is strong in diversity, but we acknowledge room for growth in this area. We must do a better job of identifying, hiring and retaining diverse colleagues, especially Latino/Hispanic colleagues. We also need to identify better practices for hiring diverse adjuncts. We are developing plans to address these areas in the near future.

Finally, our review of the previous self-study provided a stark reminder that our building remains an obstacle to our advancement. The previous site team noted that the building was "ill-suited for instruction with contemporary communications technology, inadequate in classroom and office space for booming enrollment, and unreflective of the aspiration and accomplishment of the School." Those issues remain. We have worked diligently to provide better options for

students in the building. As technology continues to advance, we must find a platform better suited to teach in a changing media environment.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

SMSC: http://media.okstate.edu
College of Arts & Sciences: https://cas.okstate.edu
Course Catalog: https://registrar.okstate.edu/Course-Descriptions

Part II, Standard 1. Mission, Governance and Administration

1. **Describe the administrative structure of the unit, including to whom the unit administer reports to within the university. Include names and titles. The information should extend from lowest level of administrative responsibility within the unit to the institution's chief executive officer.**

   President Burns Hargis is the chief executive officer for four campuses with the Oklahoma State University system in Stillwater, Tulsa, Okmulgee and Oklahoma City.

   Dr. Gary Sandefur is the Oklahoma State University Provost and Senior Vice President for Academic Affairs. Vice presidents, deans of college and the graduate college, and assistant vice presidents answer directly to Dr. Sandefur.

   Dr. Glen Krutz is the Dean of the College of Arts & Science, having started in that position July 1, 2019. Dr. Tom Wikle is the Associate Dean for Academic Programs and interim Associate Dean for Instruction and Personnel. Dr. Kristen Baum is interim Associate Dean for Research and Facilities. The College also offers services to its two schools and 22 departments through its Outreach, Student Services and Fiscal Affairs units; each has a director leading it. The School of Media & Strategic Communications is the third-largest academic unit in the College.

   Craig Freeman is the Director of the School of Media & Strategic Communications. The School's faculty and staff report to the Director.

   The SMSC Director is responsible for budgeting, planning, academic leadership, including oversight of advising, curriculum and instruction, and personnel administration of the School. The Director is also responsible for the Paul Miller Building, in which the School is housed.

   Gina Noble is Associate Director for Undergraduate Studies in the School of Media & Strategic Communications. The Associate Director is responsible for course scheduling and teaching assignments and assists with curriculum development.

   Dr. Lori McKinnon is the Coordinator of Graduate Studies for Mass Communications program on the Stillwater campus. She coordinates admissions and does initial advising of graduate students. Although the Graduate Coordinator sets up regular Graduate faculty meetings and helps draft curriculum policies, the position does not involve supervising personnel.

   Each of the three undergraduate degree programs has a program coordinator who reviews course schedules and teaching assignments and provides the Director and Associate Director with feedback on these and other curriculum matters. The program coordinators meet with faculty members in the respective degree programs at least once per semester to review the curriculum and maintain standards and rigor. These positions, however, do not have any official administrative

responsibilities. The School also has an Outreach Coordinator, John Helsley, whose main role is supervising two of the School's biggest outreach events: Journalism High School Day and the Oklahoma College Media Association.

The School's student advisers, Karen Christian and Mary Daniels, report directly to the Director. In addition to student advising, Christian is also responsible for assisting the Associate Director with course scheduling and teaching assignments. Daniels is responsible for outreach activities and scholarships.

Melissa Coldiron, senior administrative associate, also reports directly to the Director, as does the in-house engineer, Chris Notch. The financial assistant and office assistant report to Coldiron.

The O'Colly Media Group was created in 2018 to merge student multimedia outlets at Oklahoma State into one unit. This allows all interested students to work in a more contemporary media organization that offers cross-platform distribution of news and information. The Media Group is *The O'Colly* (newspaper published three times a week) and the *O'Colly* website, a daily cable newscast (*The Daily O*) and other video content produced under the banner of *O'Colly Creative*; the student internet radio station (KXZY); and *MODMuze,* an online fashion and entertainment magazine. The O'Colly Media Group and its management are only administratively and loosely connected to the School. The OSU Student Media Board governs O'Colly Media Group. The board is made up of 15 members and the School's Director is an ex-officio member. According to the bylaws, the Student Media Board is accountable to the University President. Faculty instructor Max Andrews oversees O'Colly Media Group, including the news adviser, John Helsley, and other professional staff. The Media Group Director reports to the School Director.

2. **Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals.**

The School created its latest strategic plan in winter 2019. Unlike previous internal efforts, the School received outside assistance in working through initial planning steps. Members of the School's faculty and administrative unit were invited to take part in two all-day planning sessions in January and February. Brent Douglas of Magellan Executive Partners led the sessions. From these meetings, meeting participants identified five growth initiatives: (a) Student Engagement; (b) Student Recruitment; (c) Satisfaction; (d) Social Media Strategy; and (e) Fundraising. The plan was discussed at the April faculty meeting, with faculty and administrators doing additional work on the document during Summer 2019. After a final discussion, the plan was brought up for a vote at the faculty's September 2019 meeting where it was approved (See Appendix 1-1). The document updates the strategic plan adopted Aug. 16, 2013. A copy of the 2013 strategic plan will be available in the site team work room.

3. **Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum (The may be included in the appendices binder or in a digital file).**

The Oklahoma State University policies and procedures as set out in the OSU Faculty Handbook govern the School (a copy of the OSU Faculty Handbook will be available in the workroom during the site visit).

Although the School has freedom in terms of setting education policy and content for its students, OSU policies guide the School in terms of its mission as set out in the OSU Faculty Handbook:

> The basic functions of a university are to advance, evaluate, preserve and transmit knowledge and to foster creative capabilities. A community of faculty, students and administrators who are free to exercise independent judgment in fulfilling their educational responsibilities performs these functions. The governance of a university should be designed to allow this community to select and carry out its responsibilities with maximum effectiveness and integrity. The Faculty, the Administration, and the Board of Regents for Oklahoma State University and the A & M Colleges have come to play the most important roles in the government of Oklahoma State University. The Faculty, which is entrusted with the primary tasks for which educational institutions are organized, defined at Oklahoma State University as a teaching, research and extension, is recognized as an essential participant in formulating and recommending university policies. (p. 3)

This Charter of Organization of the General Faculty is therefore adopted to promote the effectiveness of the University in the discharge of its responsibilities, and particularly to provide the most effective mean for using the competencies of the members of the Faculty for formulating, recommending, and executing the educational policies, procedures and long-range plans of the University.

Various mechanisms for faculty participation in determining educational policy exist at the School level. They are:

- ➢ Faculty members are elected to serve on SMSC committees that govern educational policy, namely, the Curriculum Committee, the Assessment Committee and the Student Services Extension Committee.
- ➢ The School Director may initiate discussion on educational policy items by requesting the applicable committee to routinely review existing policies and develop recommendations.
- ➢ The School Director may, as in the case of the curriculum redesign, create ad hoc work groups to make proposals on new courses and requirements.

- Faculty members all participate in the review of policy, procedures and curriculum at the school's annual faculty retreat. When suggestions made at these sessions are acted on, either the Director or the relevant committee brings the actions to the full faculty for a faculty vote.
- The applicable committee chair or members or both may initiate discussion on educational policy items as a routine evaluation or in response to changes in the profession or university that justify a review.
- Faculty members in their individual program sequences have the ability to discuss curriculum and other pertinent academic issues during meetings held each semester. Proposal can be brought forth before the full faculty or the relevant departmental committee.
- Individual faculty members may request an item be placed on the agenda for a faculty meeting or may submit the item to the School Director to be forwarded to the committee that has jurisdiction over the issue or may submit the item directly to the chair of the applicable committee.

4. **How often did the faculty meet during the most recent academic year?**

During the 2018-19 academic year, general faculty sessions were held six times: Aug.17, Nov. 30, Jan. 25, Feb. 22, March 29 and April 26. The School's faculty and administrative staff also participated in two daylong retreats regarding strategic planning. Those meetings occurred Jan. 11 and Feb. 18.

5. **List faculty committees and chairs. List any ad hoc committees in operation at the time of the study.**

Each faculty member is directly involved in determining the educational policies of the unit. There are five standing faculty committees in the School of Media & Strategic Communications. Tenured, tenure-track and clinical faculty members elect committee members by secret ballot at the beginning of the school year. (See Appendix 1-2 for examples of ballots).

The Personnel Committee is charged with the responsibility for overseeing the reappointment and tenure/promotion process, faculty mentoring, nominating a member to serve on search committees and overseeing the implementation of the School's Diversity Plan. Five members of the committee are elected from the list of tenured faculty members.

The Curriculum Committee consists of five members, with elected members serving three-year, staggered terms. A senior academic adviser assigned to curricular matters sits as an ad hoc member. This committee is the first to consider any changes to the unit's curriculum and also is charged with responsibility for reviewing any student petition to deviate from the established curriculum.

The Student Services/Extension Committee consists of five members serving three-year, staggered terms. The Student Services/Extension Committee approves the

development of extension courses and supervises the scholarship competition within the School. The committee encourages and assists faculty members with outreach and some recruitment from area high schools, especially for outstanding minority students. The main thrust of our recruitment activities fall to the SMSC Ambassadors group (see more in Section 8—Student Services).

The Faculty Assessment Committee is made up of the three sequence heads (Sports Media, Multimedia Journalism, Strategic Communications) and the Graduate Coordinator. The members are tasked with reviewing student assessment and procedures. These reviews provide a basis for discussing potential changes in program curriculum.

The Technology Committee consists of five members, with elected members elected to two-year, staggered terms. This committee has the responsibility for decisions regarding equipment and software purchases for use within the School from technology money the University provides. The committee also considers matters related to student equipment use and checkout and lab policies.

The following table describes the committee assignments within the school during the 2018-19 academic year:

Committee Name	Faculty Members	Term Expiration Date
Personnel Committee (Five full-time tenured faculty serving a one-year term.)	Stan Ketterer John McGuire Lori McKinnon Joey Senat Danny Shipka	08/31/19 (all)
Curriculum Committee (Five members serving three-year term—staggered)	Skye Cooley Jared Johnson Lori McKinnon Gina Noble Hillary Speed Karen Christian	08/31/21 08/31/19 08/31/20 08/31/21 08/31/19 Continuous
Student Services/Extension Committee (Five members serving three-year terms—staggered)	Clara Bae Skye Cooley Jared Johnson Danny Shipka Hillary Speed Mary Daniels	08/31/20 08/31/20 08/31/20 08/31/21 08/31/19 Continuous
Faculty Assessment Committee (ad hoc standing committee consisting of program heads and graduate coordinator)	Gina Noble John McGuire Lori McKinnon Joey Senat Bobbie Kay Lewis	Continuous Continuous Continuous Continuous

Technology Committee (Two tenured/tenure track or clinical serving three-year terms and two adjunct/visiting serving a one-year term)	Max Andrews Skye Cooley Jeremy Davis Jared Johnson Chris Notch	08/31/19 08/31/20 08/31/19 08/31/20 Continuous

6. **Describe the faculty's contributions to the administration and governance of the university.**

As one of the largest programs within the College, SMSC faculty members are routinely involved in service on committees at the University and College level charged with these activities. For example, Dr. Ted Kian is serving on the A&S Faculty Council and Dr. John McGuire represented the School on the A&S Retention, Promotion, and Tenure Committee, and Dr. Stan Ketterer is a member of the A&S Policy and Planning Committee.

7. **Describe the process for selecting, appointing and evaluating unit administrators.**

Each spring, the Dean of the College of Arts & Sciences, via a standard form (see Appendix 1-3), solicits from the faculty members their evaluation of the unit administrator. The Unit administrator is judged in three broad areas: leadership, administration and communication. Before meeting for a formal evaluation, the Director is asked to submit a summary of major accomplishments in the School to the Dean. The Dean then meets with the unit administrator to discuss the faculty's evaluation and provide the administrator with the Dean's evaluation.

The Dean's evaluation of the Director of the School of Media & Strategic Communications in April 2019 was positive. The Director was complimented for his enthusiasm, his efforts in increasing external department financing and the growth in diverse majors (24% in 2014 to 33% in 2018).

8. **Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.**

Oklahoma State University has a standing university committee in Academic Affairs to resolve grade complaints. If a complaint is presented to the Director, then he or she tries to get the student and faculty member to meet and discuss the issue. At the request of either party, the Director will sit in on this meeting. Usually the complaint is resolved through this process. If not, students are referred to Academic Affairs, where they are provided an opportunity to present their side of an issue to a committee composed of faculty and students.

Student complaints regarding SMSC faculty or other School matters are presented to the Director. These discussions are always confidential and the utmost discretion is used to protect the student. The discussions conclude with an agreement between the student and Director on how best to resolve the issue. The matter always is raised with the faculty member to create awareness of the scope of the problem. Discussion may take place immediately or some students prefer that the administrator intercede after the term is completed and grades are submitted.

When complaints concern grades received in classes, students are offered the chance to present any evidence that the grade received was unwarranted or unfair. When appropriate, a subsequent discussion is held with the faculty member either before or after the submission of final grades. It is often the case these discussions can bring about an equitable resolution, but not always. In those cases, the student is referred to academic affairs for review through the normal appeals process. It is the policy of the School not to have the Director intervene directly in grading issues unless extraordinary circumstances make it necessary.

The Director directly receives faculty complaints or concerns, ranging from class assignments to compensation and promotions issues. Discussions are held and attempts to resolve the problem may involve anything from regularly scheduled meetings to commitments to rescheduling courses. Some of the issues regarding teaching and research workload have been addressed by the adoption of a workload policy is the 2018 fall semester (see Appendix 1-4). Staff complaints or concerns are handled the same way.

Copies of concerns or complaints expressed by faculty, staff and/or students will be available in the site team work room.

Part II, Standard 2. Curriculum and Instruction

A digital file with a complete set of syllabi for all courses offered by SMSC during the current term, the 2019 summer term and the 2019 spring term will be available in a digital format and in the work room during the site visit.

1: Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations:

The School of Media & Strategic Communications (SMSC)

Number of credit hours required for degrees: 120
Number of credit hours required for the majors: 54 major and related/45-48 media courses

Core Courses for All Students in Programs (MMJ, SPM and SC) = 15 hours

1. MC 1143 – Media in a Diverse Society (counted within general education requirements)
2. MC 2003 – Mass Media Style and Structure
3. MC 2023 – Electronic Communication
4. MC 4143 – Ethics and Issues in Mass Communication
5. MC 4163 – Mass Communication Law

Additional courses in track/sequence that all students in MMJ track/sequence must take:

Degree: Multimedia Journalism/MMJ (BA and BS) = 15 hours

1. MMJ 3153 – Fundamentals of Audio and Video Production
2. MMJ 3263 – Multimedia Reporting
3. MMJ 3553 – Advanced Reporting
4. MMJ 4393 – Data Journalism
5. MMJ 4973 – Multimedia Capstone

Elective courses that must be taken within the MMJ track/sequence (2 choices) = 6 hours

#1 Multimedia News sequence
1. MMJ 3313 – Editing in a Multimedia Environment
2. MMJ 4313 – Public Affairs Reporting

#2 Digital Production sequence
1. MMJ 3913 – Field Production
2. MMJ 4973 – Advanced Production

Elective courses that must be taken within the MMJ program = 9 hours

1. Three departmental/media electives (MC, MMJ, SC or SPM)/9 hours

Required Outside of SMSC = 12 hours

1. MGMT 3013 – Fundamentals of Management
2. Any Upper-division Traditional Liberal Arts or Business
3. Any Upper-division Traditional Liberal Arts or Business/Upper POLS for MMJ - News
4. Any Upper-division Traditional Liberal Arts or Business/Upper POLS for MMJ – New

Additional courses in track/sequence that all students in SPM track/sequence must take:

Degree: Sports Media/SPM (BA and BS) = 15 hours

1. SPM 2843 – Sports and the Media
2. MMJ 3153 – Fundamentals of Audio and Video Production
3. MMJ 3263 – Multimedia Reporting
4. SPM 3813 – Sports Reporting Across the Media
5. MMJ 4393 – Data Journalism

Elective courses that must be taken within the SPM track/sequence (2 choices) = 12 hours

#1 Sports Journalism Sequence
1. SPM 3863 – Electronic Sports Reporting
2. SPM 4883 – Sports Media Capstone
3. Pick two (2) classes from the following list (6 hours):
    a. MMJ 3313 – Editing in a Multimedia Environment
    b. MMJ 3913 – Field Production
    c. MMJ 4313 – Public Affairs Reporting
    d. SPM 4053 – Sports Announcing
    e. SPM 4833 – Sports Information Systems
    f. SPM 4853 – Advanced Sports Writing

#2 Sports Digital Production Sequence
1. SPM 3863 – Electronic Sports Reporting
2. SPM 4883 – Sports Media Capstone
3. MMJ 3913 – Field Production
4. SPM 4813 – Sports Media Production

Elective courses that must be taken within the SPM program = 6 hours

1. Two departmental/media electives (MC, MMJ, SC or SPM)/6 hours

Required Outside of SMSC = 9 hours

1. Any Upper-division Traditional Liberal Arts or Business
2. Any Upper-division Traditional Liberal Arts or Business
3. Any Upper-division Traditional Liberal Arts or Business

Additional courses in track/sequence that all students in SC track/sequence must take:
Degree: Strategic Communication/SC (BA and BS) = 24 hours

1. SC 2183 – Introduction to Strategic Communications
2. SC 3353 – Persuasive Writing for Strategic Communicators
3. SC 3383 – Strategic Communications Management and Strategies
4. SC 3603 – Copywriting and Creative Strategy or SC 4493 – Advanced Public Relations Writing
5. SC 3753 – Graphic Design for Strategic Communications
6. SC 3953 – Research Methods for Strategic Communicators
7. SC 4013 – Advertising Media and Markets
8. SC 4843 – Strategic Communication Campaigns or SC 4980 – Advertising Competitions

Elective courses that must be taken within the SC track/sequence = 0 hours

None

Elective courses that must be taken within the SC program = 9 hours

1. Three departmental/media electives (MC, MMJ, SC or SPM)/9 hours

Required Outside of SMSC = 9 hours

1. Any Upper-division Traditional Liberal Arts or Business
2. Any Upper-division Marketing Class
3. Any Upper-division Marketing Class

2: Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

SMSC major and departmental requirements do not exceed the maximum credit hours allowable under the 72-hour rule. Required media classes with MC, MMJ, SPM or SC prefixes equal 48 credit hours in SC and SPM and only 45 hours in MMJ. This leaves either 72 or 75 credit hours to be taken outside of our unit.

This rule is a part of the institution's published and enforced degree requirement sheet where the following statement is included: "A minimum of 72 hours must be taken

outside of MC-MMJ-SC-SPM." Additionally, this rule has been programmed into the institution's degree auditing software, Degree Works. If a student were to take more than 48 hours in media prefixed classes, the courses would automatically go to an area called "Fallthrough Courses" on the degree auditing program and are not counted towards their degree at all.

3. Describe how the core and required courses instruct majors in all of the ACEJMC 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The School has three degrees: Multimedia Journalism, Sports Media and Strategic Communication. Multimedia Journalism students can specialize in News or Production. Sports Media students can specialize in Multimedia Journalism or Production. Students in Strategic Communication can specialize in Public Relations or Advertising. In addition to the School's core curriculum, which all students have to take, students must take required courses in each degree program and can also take electives.

To create awareness among students and faculty of the ACEJMC's professional values and competencies, the School adopted the O-State 8 in 2004 to develop an assessment of how the core values and competencies of the ACEJMC fit into the School's curriculum. The O-State 8 has since became institutionalized in the School's assessment process in terms of external evaluation of student portfolios, internships and alumni satisfaction surveys. These values and competencies also are displayed throughout the School. The O-State 8 represents all the professional values and competencies as follows:

> ➢ Demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.
> ➢ Demonstrate an understanding of the relevance of human diversity in mass communications.
> ➢ Demonstrate an understanding of the history and social role of mass communications.
> ➢ Demonstrate critical, creative and individual thinking.
> ➢ Demonstrate an understanding of the relevant theories and concepts of mass communications.
> ➢ Demonstrate an understanding of the methods and techniques of research and information gathering.
> ➢ Demonstrate appropriate writing, editing and production techniques in mass communication.
> ➢ Demonstrate an understanding of relevant planning and management methods in mass communication.

Nonetheless, the following tables assess the degree to which the professional values and competencies as set out in the accreditation standards are developed in the

required courses and electives in each sequence. The basic categories are: Does not apply (white), Awareness, Knowledge and Application. A key is included:

TABLE 1: Core and Required Courses for Multimedia Journalism (News)

	1 Freedom of expression	2 History and role of media	3 Diversity in domestic society	4 Diversity in global society	5 Apply theories to images, info	6 Ethics in truth, accuracy, fairness, diversity	7 Think critically, creatively, independently	8 Conduct research and evaluation	9 Write clearly and accurately	10 Critically evaluate own work, others	11 Apply numbers and statistics	12 Apply current tools and technology
MC 1143 Media in a Diverse Society												
MC 2003 Media Style and Structure												
MC 2023 Electronic Communication												
MMJ 3153 Fundamentals of Audio & Video Production												
MMJ 3263 Multimedia Reporting												
MMJ 3313 Editing in a Multimedia Environment												
MMJ 3553 Advanced Reporting												
MC 4143 Ethics & Issues in Mass Communications												
MC 4163 Mass Communication Law												

Course	1	2	3	4	5	6	7	8	9	10	11	12
MMJ 4313 Public Affairs Reporting	Application	Knowledge	Knowledge	Awareness	Application	Application	Application	Application	Application	Application	Application	Application
MMJ 4393 Data Journalism	Knowledge	Knowledge	Application	Knowledge	Application	Application	Application	Application	Application	Application	Application	Application
MMJ 4973 Multimedia Journalism Capstone	Knowledge	Knowledge	Knowledge	Awareness	Awareness	Application	Application	Application	Application	Application	Application	Application

(blank)	Does not apply.
(light orange)	Awareness: Lighter orange cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.
(medium orange)	Knowledge: The slightly darker orange cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.
(dark orange)	Application: The darkest orange cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.

TABLE 2: Core and Required Courses for Multimedia Journalism (Production)

	1 Freedom of expression	2 History and role of media	3 Diversity in domestic society	4 Diversity in global society	5 Apply theories to images, info	6 Ethics in truth, accuracy, fairness, diversity	7 Think critically, creatively, independently	8 Conduct research and evaluation	9 Write clearly and accurately	10 Critically evaluate own work, others	11 Apply numbers and statistics	12 Apply current tools and technology
MC 1143 Media in a Diverse Society	Knowledge	Knowledge	Application	Application	Knowledge	Knowledge	Application	Knowledge	Application	Application	Awareness	Application
MC 2003 Media Style and Structure	Awareness	Knowledge	Knowledge	Knowledge	Knowledge	Application	Application	Application	Application	Application	Application	Application
MC 2023 Electronic Communication	Does not apply	Knowledge	Does not apply	Does not apply	Application	Awareness	Application	Application	Application	Awareness	Application	Awareness
MMJ 3153 Fundamentals of Audio & Video Production	Knowledge	Knowledge	Knowledge	Application	Application	Application	Application	Application	Application	Application	Does not apply	Application
MMJ 3263 Multimedia Reporting	Knowledge	Knowledge	Awareness	Knowledge	Awareness	Application	Application	Application	Application	Application	Application	Application
MMJ 3913 Field Production	Awareness	Awareness	Awareness	Knowledge	Knowledge	Awareness	Application	Application	Application	Application	Awareness	Application

Course	1	2	3	4	5	6	7	8	9	10	11	12
MMJ 3553 Advanced Reporting	Awareness	Awareness	Knowledge	Knowledge	Awareness	Application	Application	Application	Application	Application	Application	Application
MC 4143 Ethics & Issues in Mass Communications	Knowledge	Knowledge	Knowledge	Knowledge	Application	Application	Application	Awareness	Application	Application	Does not apply	Application
MC 4163 Mass Communication Law	Application	Awareness	Awareness	Does not apply	Does not apply	Awareness	Application	Knowledge	Does not apply	Does not apply	Does not apply	Application
MMJ 4393 Data Journalism	Knowledge	Knowledge	Knowledge	Knowledge	Application	Application	Application	Application	Application	Application	Application	Application
MMJ 4953 Advanced Production Practices	Awareness	Application	Application	Application	Application	Application	Application	Application	Application	Application	Application	Application
MMJ 4973 Multimedia Journalism Capstone	Knowledge	Knowledge	Knowledge	Awareness	Awareness	Application	Application	Application	Application	Application	Application	Application

	Description
(white)	**Does not apply.**
(lighter orange)	**Awareness**: Lighter orange cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.
(darker orange)	**Knowledge**: The slightly darker orange cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.
(darkest orange)	**Application**: The darkest orange cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.

TABLE 3: Core and Required Courses for Sports Journalism (Multimedia Journalism)

	1 Freedom of expression	2 History and role of media	3 Diversity in domestic society	4 Diversity in global society	5 Apply theories to info, info	6 Ethics in truth, accuracy, fairness,	7 Think critically, creatively, independently	8 Conduct research and evaluation	9 Write clearly and accurately	10 Critically evaluate own work, others	11 Apply numbers and statistics	12 Apply current tools and technology
MC 1143 Media in a Diverse Society	Knowledge	Knowledge	Application	Application	Knowledge	Knowledge	Application	Knowledge	Application	Application	Awareness	Application
MC 2003 Media Style and Structure	Awareness	Knowledge	Knowledge	Knowledge	Knowledge	Application	Application	Application	Application	Application	Application	Application
MC 2023 Electronic Communication	Does not apply	Awareness	Does not apply	Does not apply	Application	Awareness	Application	Awareness	Application	Application	Awareness	Application

Course												
SPM 2843 Sports & Media												
MMJ 3153 Fundamentals of Audio & Video Production												
MMJ 3263 Multimedia Reporting												
MMJ 3313 Editing in a Multimedia Environment												
SPM 3863 Electronic Sports Reporting												
SPM 3813 Sports Reporting Across Media												
MC 4143 Ethics & Issues in Mass Communications												
MC 4163 Mass Com Law												
MMJ 4393 Data Journalism												
SPM 4883 Sports Media Capstone												

	Does not apply.
	Awareness: Lighter orange cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.
	Knowledge: The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.
	Application: The darkest orange cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.

TABLE 4: Core and Required Courses for Sports Journalism (Production)

	1 Freedom of expression	2 History and role of media	3 Diversity in domestic society	4 Diversity in global society	5 Apply theories to images, info	6 Ethics in truth, accuracy, fairness, diversity	7 Think critically, creatively, independently	8 Conduct research and evaluation	9 Write clearly and accurately	10 Critically evaluate own work, others	11 Apply numbers and statistics	12 Apply current tools and technology
MC 1143 Media in a Diverse Society												
MC 2003 Media Style and Structure												
MC 2023 Electronic Communication												
SPM 2843 Sports & Media												
MMJ 3153 Fundamentals of Audio & Video Production												
MMJ 3263 Multimedia Reporting												
SPM 3863 Electronic Sports Reporting												
MMJ 3913 Field Production												
MC 4143 Ethics & Issues in Mass Communications												
MC 4163 Mass Communication Law												
SPM 4813 Sports Media Production												

MMJ 4973 Multimedia Journalism Capstone	Knowledge	Knowledge	Knowledge	Awareness	Awareness	Application	Application	Application	Application	Application	Application

(white)	**Does not apply**.
(light orange)	**Awareness**: Lighter orange cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.
(darker orange)	**Knowledge**: The slightly darker orange cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.
(darkest orange)	**Application**: The darkest orange cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.

TABLE 6: Required Courses for **Strategic Communications**

	1 Freedom of expression	2 History and role of media	3 Diversity in domestic society	4 Diversity in global society	5 Apply theories to info, images,	6 Ethics in truth, accuracy, fairness,	7 Think critically, creatively, independently	8 Conduct research and evaluation	9 Write clearly and accurately	10 Critically evaluate own work, others	11 Apply numbers and statistics	12 Apply current tools and technology
MC 1143 Media in a Diverse Society	Knowledge	Knowledge	Application	Application	Knowledge	Knowledge	Application	Knowledge	Application	Application	Awareness	Application
MC 2003 Media Style and Structure	Awareness	Knowledge	Knowledge	Knowledge	Application	Application	Application	Application	Application	Application	Application	Application
MC 2023 Electronic Communication		Knowledge			Application	Awareness	Application	Application	Application	Application	Application	Application
SC 2183 Intro to Strat. Communications	Awareness	Knowledge	Application	Application	Application	Application	Application	Application	Application	Application	Application	Application
SC 3353 Persuasive Writing for Strat. Comm.	Knowledge	Knowledge	Awareness	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Awareness	Awareness	Knowledge	Knowledge
SC 3383 Strategic Comm. Management & Strategies		Knowledge	Awareness	Application	Knowledge	Knowledge	Application	Application	Application	Application	Awareness	Application
SC 3606 Copy Writing or		Knowledge	Awareness	Application	Knowledge	Application	Application	Application	Application	Application		Application

Course												
SC 4993 Advanced P R												
SC 3753 Graphic Design												
SC 3953 Research Methods in Strat. Comm.												
SC 4013 Media & Markets												
MC 4143 Ethics & Issues in Mass Communications												
MC 4163 Mass Communication Law												
SC 4843 Strategic Comm. Campaigns or SC 4980 Ad. Competitions												

	Does not apply.
	Awareness: Lighter orange cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.
	Knowledge: The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.
	Application: The darkest orange cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

The School puts much effort into maintaining currency in digital, technological and multimedia competencies of its student and faculty/staff. It recognizes that students must be prepared to enter the professional world and to do this, those involved in instruction must also be competent. These efforts are undertaken in all three degree programs the School offers.

The following items summarize efforts made within the School to maintain currency:

- The School encourages and supports faculty/staff involvement in professional organizations, where connections are made with professionals in their field.
    - Each faculty member is allocated money for traveling to professional conferences/workshops.
    - The School also provides travel support for its engineer to travel to certification courses and to the annual convention of National Association of Broadcasters, where he is exposed to the current technological capabilities of the industry and is able to converse with engineers in the professional world. Several of our faculty also attend this convention at the same time/location as the annual Broadcast Education Association annual convention.
- The technology committee is one of the standing committees within the School. It oversees maintaining the equipment current with necessary industry standards. That committee has representation from each degree program. The engineer also serves on that committee. It meets regularly to evaluate the currency and needs of the School relating to technology. Some things the technology committee has achieved since 2014 are:
    - A full upgrade of the television studio to HD capability using technology currently employed in the industry. Some of the items upgraded include a fully digital video payback server, an up-to-date Ross Carbonite switcher, Xpressions graphics server, new video monitors and integration of telephone calls into the studio.
    - In 2018, the technology committee applied for and was awarded a college grant that purchased live video streaming boxes to be able to incorporate live reports in journalism and sports productions.
    - Buying 4K capable video cameras and DSLR cameras that are used across all three degree programs.
    - Buying new portable LED light kits more compatible with current industry use and more cost effective.
    - Buying current digital audio recorders and microphones to ensure students have access to the current technology in audio.
    - The upgrade of computer lab equipment to new high-performance iMac computers with software needed for all three degree programs. Two labs in the school are not supported with university financing and maintenance. The technology committee evaluates usage of these labs and decides when computer equipment should be replaced.
    - Purchased equipment to create eye tracking lab.
    - Renovated administrative office space to create a focus group room with a one way mirror and recording capabilities.
- The School has encouraged more student entries in competitions that evaluate student professional work. These competitions provide professional judges who give feedback to students. Since 2014, many courses have structured assignments and instruction to produce student entries in these competitions. Many awards have been won in recent years based on work done in courses.

Involvement in these competitions has done much to enhance currency of students and faculty in the professional world.

- In the classroom, we integrate new resources to supplement the knowledge and skills of students. For example, students in Research Methods class use ourfocus group room and eye-tracking lab for class projects. Students in production classes use our over the top technology to produce live events. Student researchers work closely with faculty members on grants studying social media.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

The School recognizes the importance of consistency in instruction, especially in courses that may offer several instructors. To ensure such courses are essentially the same, these processes are regularly in place:

- To maintain consistency across multiple sections and instructors in Style & Structure (MC 2003), colleagues worked together to draw up and implement a standard text and examination.
- When multiple sections of the same course are taught in the same semester, the Director ensures faculty members assigned to the course develop a common syllabus and course objectives and use the same textbook. Typically, a course leader takes responsibility for the coordination. Faculty members meet to ensure the course's content, tests and projects are similar.
- Ensuring uniformity of course materials, particularly when the same course is taught on the Stillwater and Tulsa campuses is the role of the program coordinators. The course assignments also are first submitted to the program coordinators for their final review to ensure faculty members have the necessary background and knowledge to teach the courses offered.
- In the case of multiple lab sessions several teaching assistants conduct, it is the instructor of record's responsibility to ensure and monitor the quality of instruction and grading in those labs.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites (will be added later in a table or similar).

Internship policies, requirements and assessment are consistent for all programs.

Internship selection and approval:
Internships are not required but are highly encouraged in all SMSC degrees. Students are responsible for finding and securing internships, but their academic adviser as well as faculty members in their program, faculty internship advisers and

the SMSC director counsel students about internships. Students also are directed to the SMSC student Facebook closed group, which lists open internships and jobs. In all cases, our emphasis is to encourage students to take internship credit that will help them in their academic and professional careers.

When an internship is secured, the student and the supervisor must complete the internship application (see appendix 2-1).

The faculty internship adviser then approves or denies the internship for credit hours based on the criteria and internship responsibilities the supervisor described. The approval criteria includes:
- Responsibilities must include professional experience for the student.
- Student must be able to produce portfolio items during the internship.
- Supervisor must possess a college degree in a similar major and at least five years' work experience in a communications-related field.
- Students must be able to complete required hours during the semester.

Internship supervision:
Interns are supervised two ways: a company internship supervisor and a faculty internship adviser.

When an internship is secured, the student and the supervisor must complete the internship application. The faculty internship adviser then approves or denies the internship for credit hours based on the criteria and internship responsibilities the supervisor described. For approval, the internship must:
- Include professional experience for the student;
- Allow students to produce portfolio items during the internship;
- Provide a supervisor who possesses a college degree in a similar major and at least five years work experience in a communications-related field;
- Have a supervisor who provides regular feedback and completes an internship evaluation at the end of the internship.

Faculty internship advisers supervise students by reading, filing and responding to weekly email reports.

Student responsibilities:
- Weekly Reports
  Once approved, the student begins sending weekly reports via email to the faculty internship adviser and continues sending the reports until the internship ends. The reports must include:
  - Total hours worked for the week; total hours worked for the internship.
  - Tasks assigned for the week; tasks accomplished during the week.
  - Amount of interaction with supervisor and/or other employees during the week and what was discussed.
  - New skills learned during the week.

- Most interesting part of the intern's week.
- Most challenging part of the intern's week.
- Other information as deemed important.

- Final Paper
  At the end of the internship, students must submit a final paper to the internship professor. The paper must summarize the internship. It is due one week after the internship is completed. The paper must include:
  - Summary of activities during the internship.
  - Summary of what student learned.
  - Summary of what skills student learned during the internship.
  - Summary of skills student needed but didn't have before the internship.
  - Summary of students' strengths and weaknesses during the internship.
  - Summary of what student enjoyed most about the internship and what student enjoyed least about the internship.
  - Summary of how the internship supervisor supervised the student.
  - Any other information student feels is important for the internship professor to know.
- Portfolio items
  At the end of the internship, students must send the faculty internship adviser a digital portfolio link that includes updated internship material in the portfolio. Students are required to add items created during the internship to their portfolio. Students are required to take pictures during the internship and place pictures in their portfolios.

Evaluation:
(See Appendix 2-2 for the standard Internship Evaluation Form)

Written Evaluation from internship supervisor:
At the end of the internship, internship supervisors are required to provide a written evaluation and discuss the evaluation with the student. The internship professor provides an evaluation form. The evaluation must be sent via email from the supervisor to the internship professor. The written evaluation must include:
- Describing the student's responsibilities as an intern.
- Evaluating the student's performance in terms of her/his interpersonal relations with supervisors, colleagues and public contacts.
- Providing written comments regarding the intern's performance.
- Providing a grade assessment of student's skill and knowledge. Supervisors must provide a grade of A-F or NA for the following items:
  1. Understands the fundamental communications challenges in specific assignments.
  2. Recognizes target audiences and can direct communication to them effectively.

3. Thinks creatively with assignments.
4. Writes with appropriate style.
5. Writing skills.
6. Attention to details.
7. Ability to deal with ideas.
8. Overall ability to visualize situations.
9. Computer skills.
10. Photography skills.
11. Design and layout skills.
12. Interpersonal skills.
13. Other.

Assessment of overall learning outcomes expected of all graduates from the School of Media & Strategic Communications:
Supervisors are asked to numerically rate the intern's/student's ability for the following core values and competencies The Accrediting Council for Journalism and Mass Communication specifies. This part of the evaluation is intended to assist the School of Media & Strategic Communications in improving its program to better facilitate these outcomes. Supervisors are asked to use a scale from one to seven and indicate to what extent they believe the student demonstrates the following characteristics.

- An understanding of the relevance of human diversity in mass communications.
- An understanding of the history and social role of mass communications.
- Critical, creative and individual thinking.
- An understanding of the relevant theories and concepts of mass communications.
- An understanding of the methods and techniques of research and information gathering.
- Appropriate writing, editing and production techniques in mass communications.
- An understanding of relevant planning and management methods in mass communications.

The internship professor determines the final grade for the internship based on:
- Timeliness and thoroughness of weekly reports   25 percent
- Final paper   25 percent
- Portfolio items added to student's portfolio   25 percent
- Supervisor's evaluation   25 percent

Internship Credit:
Students are not required to complete an internship for credit hours but are encouraged to do so. Students may complete up to six hours of credit for an internship. Students must complete 60 hours of approved internship work for one hour of credit; 120 hours of approved internship work for two hours of credit; and 180 hours of approved internship work for three hours of credit.

Students may choose to earn three credit hours at one time (one internship) or divide the credit hours among several internships.

Internship Sites
A list of recent internship sites is available in Appendix 2-3.

Part 2, Standard 3. Diversity and Inclusiveness

1. Complete and attach the following tables:
Table 4, "Area Population"
Table 5, "Student Populations"
Table 6, Faculty Populations"
Table 7, Full-time Faculty Recruitment"
Table 8, "Part-time/Adjunct Faculty Recruitment"

Table 4. Area Population
Service Area: geographic service area as far as student enrollment is concerned (states & countries) (Academic year: 2018-19)

The majority of the School's students (60.3%) is from Oklahoma. The next largest group comes from Texas (24.03%), Kansas (2.7%), Missouri (2.1%) and Colorado (1.9%). The rest come from 18 states; 1.5% is international. As a result of the above statistics and Oklahoma State University's focus on its land-grant status, Oklahoma is used as the unit's geographic area.

Area	Population	Percentage
Oklahoma	185	60.3
Texas	112	24.03
Kansas	13	2.7
Missouri	10	2.1
Colorado	9	1.9
California	6	1.2
Georgia	5	1.0
Arkansas	4	0.8
Nebraska	3	0.6
Iowa	2	0.4
Florida	2	0.4
Tennessee	1	0.2
Rhode Island	1	0.2
New Jersey	1	0.2
New Mexico	1	0.2
Michigan	1	0.2
Arizona	1	0.2
Washington	1	0.2
Illinois	1	0.2
Virginia	1	0.2
New York	1	0.2
Minnesota	1	0.2
Utah	1	0.2

Source: https://irim.okstate.edu/sites.default/files/DiversityLedger/diversityledger.pdf

Table 5. Undergraduate Student Populations
    Show numbers of male, female, minority, white and international students enrolled in the
unit, the percentages they represent of total journalism and mass communications enrollment,
and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use
figures from the most recent academic year for which complete data are available.

Academic year: Fall 2018-Spring 2019

			Average Total SMSC Students	**455**
			Average Total University Students	**24,649**
			% of total	**% of total**
Group	**Male**	**Female**	**in unit**	**in institution**
Black/African American	11	26	17	0.3
White	109	208	70	1.5
American Indian/Alaskan native	19	27	6	0.11
Asian	2	2	.9	0.02
Hispanic/Latino (any race)	18	26	9.6	0.20
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International students (any race)	5	2	1.5	0.03

Table 5. Undergraduate Student Populations

Students who did not identify themselves as white represented 28.9% of the SMSC student population.

Academic year: 2018-19

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	10	25	7.49	0.17
White	114	218	71.2	1.61
Native American	17	27	9.42	0.21
Asian	2	2	0.86	0.02
Hispanic/Latino	18	27	9.63	0.21
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	5	2	1.49	0.03

Table 6. Faculty populations, Full-time and Part-time
Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2018-19 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American			1	5%
White	5	25%	11	55%
Native American	1	5%	1	5%
Asian	1	5%		
Hispanic/Latino				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Academic year: 2018-19 Part-time/adjunct Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	3	27%	8	73%
Native American				
Asian				
Hispanic/Latino				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members the unit conducted within the past three years.

Academic Years	2016-17	2017-18	2018-19
Openings	1	2	1
Total applicants in hiring pool	10	46	Waived Recruitment[1]
Women in hiring pool	3	18	1
Female finalists considered	2	4	1
Offers made to women	1	1	1
Offers women accepted	1	1	1
Minorities in hiring pool	0	3	0
Minorities finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers minorities accepted	0	0	0
International faculty in hiring pool	0	19	0
International faculty considered	0	2	0

[1] "Waived recruitment" indicates a process with OSU Human Resources to hire without posting an advertisement. This process is an exception to the normal process for hiring and requires approval from the University. Typically, the waiver is needed to address an unanticipated vacancy.

Offers made to international faculty	0	1	0
Offers international faculty accepted	0	1	0

Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members the unit conducted within the past three years.

Academic Years	2016-17	2017-18	2018-19
Openings	3	3	5
Total applicants in hiring pool	Waived Recruitment	Waived Recruitment	Waived Recruitment
Women in hiring pool	2	2	0
Female finalists considered	2	2	0
Offers made to women	2	2	0
Offers women accepted	2	2	0
Minorities in hiring pool	0	0	0
Minorities finalists considered	0	0	0
Offers made to minorities	0	0	0
Offers minorities accepted	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers international faculty accepted	0	0	0

2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning.

A copy of the School of Media & Strategic Communications' Diversity Plan is provided in Appendix **3-1.**

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The Personnel Committee, which supervises all faculty searches, regularly reviews the applicant pools for each search and evaluates the extent to which the School is attracting applications from qualified minorities and underrepresented populations.

The School's diversity issues also are handled within the Personnel Committee, which is made up of tenured faculty. Its job is to regularly review the School's progress on diversity as well as to discuss and come up with effective solutions to any problems or needs with regards to diversity. The committee reports its findings at least once a year to the Director.

The School's diversity plan calls for several action plans that can be regularly assessed. Action Plans 1 and 2 set goals for recruitment of faculty and students as well as mentorship and will be assessed by standard quantitative measures. Action Plan 3, which deals with diversity issues across the curriculum, will be assessed by yearly reviews of the curriculum as well as any special event, speakers or project that covers multicultural topics.

4. Describe the unit's curricular efforts to foster understanding of issues and perspectives relating to mass communications across diverse cultures in a global society.

The School's faculty in its assessment procedures identifies the courses in which each of the original "core values and competencies" are addressed at each level of knowledge, a process that produces a picture of how we deal with diversity issues across the curriculum.

The following is a representative listing of how diversity is handled across the curriculum. It is not intended to be comprehensive but is reflective of the instructional methods and breadth of exposure for students.

Diversity in Core Courses

Media in a Diverse Society (MC 1143): In 2010, the course was revised from Media and Society to make it a diversity course titled Media in a Diverse Society. It received a Diversity designation from the College of Arts & Sciences, qualifying it to count as the diversity requirement each student in the College must complete. At least half of the course covers topics on diversity in the media. These topics include the portrayal of women in advertising, treatment of religion and cultures in film, attempts to ban books exploring gay and lesbian lifestyles, the effect of African-American newspapers and magazines on the Civil Rights movement and other issues related to diversity in the different mass media.

Introduction to Media Effects: (MC 3113): This course introduces students to the study of media effects and offers critical analysis methods to better understand the process and effects of the mediated message. A variety of media theories are examined to understand how media can

affect attitudes, beliefs and behaviors on an individual and societal level. Each theory discussion examines a variety of content, including media violence, portrayals of race, gender, ethnicity, culture and sexual orientation, entertainment, politics, strategic communication and sport.

Media Style and Structure (MC 2003): The introductory writing class spends a week studying sexism, racism and other stereotypes in language. This includes how to avoid subtle forms of racism and sexism that appear in stories and news coverage, and rules on when to use race in stories. The class introduces the concept of "People-First Language," which deals with people with disabilities.

Mass Communication Law (MC 4163): Legal principles related to equal protection under the law are an inherent part of our Mass Communications Law class. The focus is on the First Amendment and issues associated with freedom of expression and freedom of the press. Many of the cases and factual scenarios deal with the applicable legal principles in the context of women, gender and sexual preference, as well as racial, ethnic and religious differences.

Mass Communication Ethics (MC 4143): Diversity is also a major element in the content of our required ethics course. The focus of this course is on ethics in advertising, public relations and journalism, and students use real-world examples that involve questionable ethical behavior in each of those contexts and practice ethical decision-making using ethical philosophies and frameworks that they learn throughout the semester. The case studies and real-world discussions typically deal with situations involving portrayals and/or reporting of and about women, racial and ethnic minorities. Students regularly receive supplemental readings that deal with "hot topics" in media ethics and responsibility. These hot topics frequently involve questionable media ethics in the context of media depictions of women and/or racial or ethnic minorities.

Fundamentals of Journalism (MMJ 4540): This core course for all Multimedia Journalism majors addresses the need to stress diversity among sources as a reflection of society. Emphasis is put on avoiding stereotypes as a reporter to ensure balance, thorough and accurate coverage.

Diversity in Strategic Communication

Introduction to Strategic Communications (SC 2183): The introduction course for all Strategic Communication majors, as well as a popular elective for all communication majors, relies heavily on understanding a multitude of issues involving diversity. The class each semester spends more than two weeks on diversity, with topics including Reaching a Diverse and Multicultural Audience as well as International Strategic Communications. Students in are taught to look beyond stereotypes and develop and understanding of diverse audiences as well as begin the process of developing strategies to foster long-term relationships with minority groups.

Strategic Communication Management and Strategies (SC 3383): Management and

Strategies continues the precedent set up in the Introduction to Strategic Communications class about understanding diverse audiences and working on specific management and strategies that will aid students in working in a diverse world. Specific attention is paid to understanding diverse (i.e. gender, race, ethnicity, sexual orientation, etc.) workplace environments, internal and external. This is accomplished through guest lectures, analysis of current issues and calling on the experience of the diverse members in class to participate in class discussions.

Advertising Media and Markets (SC 4013): The study of diversity is expected from students taking Advertising Media and Markets. Students learn diverse global approaches to media and marketing strategies and apply them to their campaign projects. The key topics are:

➢ Global media systems;
➢ Media strategies in the U.S. and Asian countries;
➢ Global marketing strategies;
➢ Research on diverse audience segments;
➢ Social media in different countries.

Advanced PR Writing (SC 4493): This advanced course also closely investigates diversity issues. At least one discussion in each class examines how communications professionals must consider, understand and broaden their perspectives regarding gender, racial, ethnic, cultural, sexual and disability diversity when writing for the media.

Strategic Communications Campaigns (SC 4843): The capstone Strategic Communication course gives students a learning practicum with nonprofit and business organizations. Client audiences are most often diverse and require several communication platforms. Recent clients have included a new nonprofit mental health service for the community, opening in Spring of 2020, which will help educate students and the community about detection of mental health issues as well as provide 24-hour mental health services. The Children's Hospital Foundation, a nonprofit that aims to improve the health of children through its support of research, education and clinical care at the Oklahoma Health Center, was another client.

Crisis Communication (SC 4520): This advanced theory course examines real-time crisis communication cases and teaches students to develop messaging across multiple platforms to reach mass audiences. Factors discussed in each case include messaging based on socio-economic, cultural, sexual and racial diversity.

Diversity in Multimedia Journalism

Multimedia Reporting (MMJ 3263): The class is routinely reminded that interviewing a variety of diverse people, especially those of different backgrounds from the reporter, is one key to truly understanding an issue. Homogenous sourcing leads to unbalanced reporting. Students are challenged to write about topics outside of their comfort zones and especially to focus their efforts on groups that might be disenfranchised in large or small ways or that have barriers to traditional methods communications (minorities, non-English speakers, socioeconomically challenged groups, etc.).

Electronic Reporting (MC 3553): This class spends time looking at how television networks have traditionally covered race by examining produced content packages that have been aired on these networks.

Multimedia Editing (MMJ 3313): This course emphasizes the importance of not making assumptions regarding race, gender, sexual orientation and other sensitive issues and to make sure a story is told in such a way the website's/paper's readership isn't offended or left out.

Fundamentals of Audio & Video (MMJ 3153): Students are exposed to lectures on a weekly basis that deal with current events focused on how the media reports and synthesizes news related to several key diversity issues included but not limited to socioeconomic status, race, gender and sexual orientation. Students are also asked to analyze various perspectives of users regarding diversity from multiple social media platforms.

Advanced Multimedia Reporting (MMJ 3553): Students are exposed to lectures on a weekly basis that deal with current events focused on how the media report and synthesize news related to several key diversity issues that include socioeconomic status, race, gender and sexual orientation. Students are also asked to analyze various perspectives of users regarding diversity from social media platforms.

Diversity in Sports Media

Sports and the Media (SPM 2843): The study of diversity as it applies to sports and the sports media in America is a key part of the course. The focus is on racial, gender and sexual orientation issues in sports, including such topics as:
- The Black Athlete on College Campuses in America; includes sociologist Harry Edwards' writings.
- The History of Racism in Sports; starts with the establishment of the color line in Major League Baseball in the 1880s, stereotypes of Irish Americans in the 19th century, the rise of blacks in professional boxing (with an emphasis on Jack Johnson, the first black heavyweight champion), Jackie Robinson and the integration of Major League Baseball and other sports and racism that exists in sports.
- Racial stereotypes as reflected in media coverage.
- The use of Native American nicknames and mascots in sports.
- Title IX and its effect on women's participation in sports.
- Women in the sports media, including obstacles they had to overcome to enter the profession and issues they face.
- Sexual orientation among athletes and its media coverage.

Sports Writing (SPM 4853): Diversity is a consistent theme in sports writing, particularly in terms of avoiding stereotypes, such as blacks are athletic, whites are more cerebral, women aren't athletes, etc. and also to make sure all sides of issues are covered and a segment of

society isn't left out.

Diversity in Mass Communication classes

History of Mass Communication (MC 3173): The course examines the historical impact of mass communication through a variety of perspectives, including (a) economic, (b) gender and (c) race. These themes are inherent throughout the topics covered in the course. Issues such as black newspapers in America or the role of women in early American radio and television will be given special attention during the course. Students will be tested on assigned readings and other media through quizzes and essay questions in each course module.

Citizen Branding (MC 5283): This master's class includes lectures focusing on comparing how international citizens use social media platforms to promote issues and self-images across a media-centered public sphere.

Faculty members' involvement in diversity

Our commitment to diversity begins with the leadership team. Craig Freeman, our director, is African American. BobbiKay Lewis, a disabled woman, served as the Associate Director of Undergraduate Studies. When she was promoted to an Assistant Dean position, Gina Noble replaced her. Our Coordinator for Graduate Studies was Jami Fullerton, who was followed by Lori McKinnon, a member of the Cherokee Nation. Our Director of Student Media, Barbara Allen, was followed by Max Andrews, a member of the Cherokee Nation. Two of our three sequence area heads were members of the LGBTQ community (one is currently on sabbatical, the other on medical leave). Our diverse leadership develops an environment where diverse students are welcomed and encouraged.

Many of the members of the faculty of the School of Media & Strategic Communications actively work and do research in diversity topics. This body of research invariably finds its way into class discussions and research presentations.

Dr. Skye Cooley, assistant professor, serves as one of the faculty advisers for OSU's PRSSA chapter and OSU's PRSSA Bateman team. The Bateman campaign of 2019 was focused on extending an awareness of the importance of diversity in leadership as criteria for the competition. As a result of the campaign, OSU's PRSSA chapter revised its organizational leadership to include a diversity chair, a Public Relations Day conference was held inviting professionals in the field to speak on diversity to students, and diversity topics pulled from PRSA's Diverse Voice book were presented in Strategic Communication courses at OSU.

Professor Max Andrews is a member of the Cherokee National Roll.

Professor Craig Freeman is a member of the National Association of Black Journalists. He serves as a faculty mentor for several diverse junior faculty members on campus. He is a member of OSU's Institutional Diversity Community Advisory Board and Black Faculty and Staff Association.

Dr. Jami Fullerton maintains diversity as a focus of part of her research agenda. Most of her work in collaboration with Dr. Alice Kendrick from Southern Methodist University looks closely at the U.S. reputation and relationship with those outside our borders. She has been a frequent presenter and guest of many international conferences.

Dr. Edward (Ted) Kian has become a leading authority on LGBT issues in the sports community with a number of articles, book chapters and grants. In addition to this work, he also has published a wide array of articles on gender and race/ethnicity. He is regularly asked to participate in national and international conferences promoting this work.

Dr. Lori McKinnon is a member of Cherokee National Roll and OSU Native American Faculty and Staff Association.

Dr. Danny Shipka's research focus is international popular culture and he has written two books that focus on cultural themes in the entertainment field. He is a Safe Zone Ally on campus, an organization that seeks to provide council for gay, lesbian, bisexual and transgendered students.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

A copy of the Oklahoma State University policy on gender discrimination/sexual harassment policy and Title IX Grievance Procedure is provided in **Appendix 3-2**. The policy clearly states the University policy of being "committed to providing an environment of study and work free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault." A copy of the university brochure on sexual harassment, provided to all new employees through the Affirmative Action office, also is included in **Appendix 3-3**.

Isabel Medina Keiser, Justin Lacy and Jim McKee oversee compliance with the requirements of the Americans with Disabilities Act, along with general accommodation for people with disabilities. Their offices are dedicated to fulfilling university policy and implementing programs to assist students, faculty and staff with disabilities. Faculty and staff my request reasonable accommodation for their supervisor, chair, dean or the Office of Equal Opportunity.

The School of Media & Strategic Communications continues to take the responsibility for providing equal access seriously. Bobbi Kay Lewis, an associate professor in our Strategic Communication sequence, regularly facilitates information sessions concerning ADA compliance and she brings personal expertise to the topic for other classes occasionally. She uses a wheelchair. Dr. Lewis also works with the National Coalition for Assistive and Rehab Technology. She attends the annual NCART Conference in Washington, D.C. She advocates

for the rights of people with disabilities at the Oklahoma State Capitol and the United States Capitol.

Three faculty member and three staff members became Safe Zone Allies after completing a training course on understanding LGBT issues and how to discuss these issues with individuals who need counseling. A notice on an office door indicates whether it is a Safe Zone to discuss LGBT issues.

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institution of higher education in the region or population is serves, with special attention to recruiting underrepresented groups.

Members of the faculty regularly work to recruit outstanding high school students with special efforts to recruit and retain students of diverse backgrounds. The school makes use of special programs, such as the Oklahoma Collegiate Press Association college program and Journalism Day, to seek out students from diverse backgrounds and encourage them to pursue a mass communications degree from OSU.

The School of Media & Strategic Communications strives to seek out and recruit qualified minority students through its recruitment efforts. Because of changes in Oklahoma law a few years ago, the university cannot legally offer scholarships under the designation of *minority*. However, students of diverse backgrounds may apply for and receive financial aid. The OSU Foundation, as a privately run company, is the supplier of many scholarships that are targeted to minorities. This program has allowed the school to actively recruit and provide a substantial financial incentive to select students and has been a successful recruitment tool. The School offers a number of minority scholarships, including two KWTV-Channel 9 in Oklahoma City sponsors. The scholarship coordinators in our advising office work to inform eligible minority students of scholarships earmarked specifically for minority students.

Emphasis is placed on the development of personal relationships with high school journalism advisers and students and an effort to increase the number of visitations to campus. Dr. Joey Senat, the previous coordinator of High School Journalism Day, makes a particular effort to reach out to schools from predominantly minority areas, such as those from Native American Tribes and inner city schools in Tulsa.

Programs such as OSU Scholar's Day bring outstanding high school seniors to campus for a general orientation, campus and individual program tours for students who declare a specific interest. The students are brought to the Paul Miller Building, given a complete tour of the building and a welcome from the advising staff and the Director. A similar program, OSU Experience, is a day designed for high school juniors just starting their college search. Students and their families are invited to tour OSU and visit with academic departments, as well as attend sessions on campus life, admission options, scholarships, financing a college education and more, all with a festive game-day atmosphere and outstanding OSU school spirit. In both of these events, our advising staff and a Student Ambassadors, outstanding

undergraduate students who join the team to help us give tours, answer questions and generate interest in our program, lead the process with an eye to identifying members of minority and underrepresented groups for special attention and meetings with faculty.

It is important for new students to be involved from their first day. The Media House is a living unit designed to bring incoming freshmen who intend to declare a major in the School together early in their academic careers and pair them with more advanced students. Like many residence colleges across the nation, Media House is showing promise as a retention tool. The residence hall floor is home to about 40 students; 25 are freshmen taking two to three courses together during the fall semester. These students also take a class together in the spring and many of the students plan to live on the floor again in the next year. The Media House is home to students from a variety of backgrounds, giving new them a diverse living environment.

The School also sponsors its annual Sports Media Summer Camp, which for 13 years has attracted high school students from throughout the country for three days of intensive training and work to learn what it might be like to work in the industry. The program has become an important recruiting tool for the Sports Media program.

For the past two summers, SMSC worked with the *¡Unidos Se Puede!* program to introduce opportunities in mass communications to the Latino community of Tulsa. The *Unidos* program brings about 50 middle school students from the city of Tulsa to campus to learn more about higher education. SMSC faculty and staff provide workshops during a two-day period to introduce students to video storytelling and production.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The School of Media & Strategic Communications has a higher grade-point average than required for declaration of major in most academic program in the College of Arts & Sciences, as well as the requirement for passage of the Language Proficiency Exam (LPE).
Passing the proficiency review is required for upper-division major requirements. This includes a 2.75 graduation retention GPA, at least 24 OSU hours earned, a 2.75 OSU GPA and a passing score on the LPE (75% or better). MC 2003 prepares students to pass the LPE and provides students with two chances to take it. It is the belief of the faculty the two chances of taking LPE enable all qualified students to enter the program and prevent unqualified students from merely taking the exam until passing. We monitor the pool of applicants closely. Faculty expressed concerns about the LPE's effect on minority enrollment. We have not found a significant difference in rates of success for diverse students. The GPA requirement may have more of an effect on diversity. We work closely with University counselors to identify and support students at risk of missing the GPA cut-off.

8. Access the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit the retention of minority students. Note the role of advising in this process.

Our advising office plays critical and central role in retention for members of underrepresented groups and for the student population as a whole. Although retention of minority students has not been a major problem in the School, academic counselors pay close attention to students who are experiencing trouble and seek to intervene as appropriate. It is our belief the advising office is our first line of defense for students experiencing problems, whether they are academic, personal or emotional. Faculty may see the students more often, but not in an environment that can quickly reveal a developing problem. A good adviser is trained to see the signs and to act in an appropriate way. We are proud of our record in this area. The Director meets regularly with the advising staff to discuss pending problems and opportunities, always addressing special problems with students.

Minority retention and representation continues to grow at the school. From 23.86% minority students reported in fall of 2015 to 28.9% in spring 2019, the School has experienced positive growth in percentage of minority students almost every semester. The current rate of 28.9 percent minority students is in line with the average minority student population (29.5%) in Oklahoma State University. The overall School's retention rate has averaged about 65 percent based on the University's calculation. These percentages do not reflect students who chose other majors and continued at Oklahoma State University. The School's retention and four-year graduation rates are held up as best practices in the College of Arts & Sciences.

Again, our advising office takes special care, along with the general faculty, to monitor the performance of minority students and to provide assistance when necessary.

The School strongly encourages membership and participation in organizations that cater specifically to minority media and strategic communications students. Each year, we encourage minority students to attend the African American Student Association national conference and frequently underwrite at least part of the expense to attend the Oklahoma Press Association established. The Office of Multicultural Affairs supports the Multicultural Student Center (MSC) in the Student Union. This organization has as one if its goals to "foster personal growth of minority students by promoting extracurricular and leadership involvement." This innovative program sponsors a number of initiatives to improve retention and foster success among members of minority populations. The RISE (Retention Initiative for Student Excellence) Program pairs volunteer mentors with incoming students and is specifically designed for first-year minority students. The MSC endorses student organizations, African American, Asian American, Hispanic, Native American, and Vietnamese American Student Associations, and works closely with 29 others whose purpose is to advance the interests and success of minority students. SMSC also relies on support from the Black Alumni Association, the Black Faculty and Staff Association, and Hispanic/Latino Faculty and Staff Association, the Native American Faculty and Staff Association and the Asian American Faculty and Staff Association and sponsors major events during the year to publicize important people and occasions.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7 "Full-time Faculty Recruitment").

In November 2012, voters of the state passed State Question 759, a measure that eliminated affirmative action programs in the state. The measure deals with three areas of government action: employment, education and contracting.

In these areas, the measure does not allow affirmative action programs. Affirmative action programs give preferred treatment based on race, color or gender. They also give preferred treatment based on ethnicity or national origin. Discrimination on these bases is also not permitted.

The measure permits affirmative action in three instances: (1) When gender is a *bona fide* qualification, it is allowed; (2) Existing court orders and consent decrees that require preferred treatment will continue and can be followed; and (3) Affirmative action is allowed when needed to keep or obtain federal money. Although these changes may affect how we obtain a diverse population, they in no way inhibit the School's commitment to diversity.

Even though state law forbids outright targeting for positions, the School is increasing the numbers of women and ethnic minorities who apply for vacant positions, particularly to ensure requisite variety in its curriculum. Members of the faculty recognize personal contacts are extremely important when vacancies occur, and the unit tries to attract women and ethnic minorities by identifying potential candidates and urging them to apply. Faculty members realize the School must be proactive in its efforts to seek out women and minorities rather than await responses from advertisements. Faculty are urged to "prospect" at all professional and academic meetings and to go out of their way to meet and develop professional relationships with women and minorities. When vacancies occur, these relationships are used to recruit these individuals. If they are not interested in applying for the position, they may assist us in reaching others who may be interested.

Ads are frequently placed in newsletters of professional organizations in metropolitan areas in the state with the hope of attracting applications from women and minorities with academic credentials required for the position. Faculty members who are also members of these organizations actively recruit at meetings.

For each open position, the school tries to identify specific members of minority groups who are qualified and put them on a list for special attention. The faculty or the Director contact, either by mail or phone, these individuals and urges them to make an application.

10. Describe the unit's efforts to provide and environment that supports the retention, progress, and success of women and minority faculty and professional staff.

The School of Media & Strategic Communications strives to provide an environment of success for all of its faculty. Several programs are available to all faculty in the school as part of the unit's desire to assist all faculty members in their pursuit of reappointment, tenure and promotion.

Oklahoma State University conducts formal orientation sessions for all new faculty to assist them in understanding what is necessary for a successful academic career. This involves providing information about fringe benefits, employee/family assistance programs and university regulations relating to travel, reappointment and grant opportunities.

The Director and members of the SMSC Personnel Committee also have a program to assist new faculty in understanding the school and college reappointment, tenure and promotion policy and how to work toward reappointment. The goal is to provide faculty with information and make them familiar with the reappointment process several years before reappointment. This allows faculty members to better understand what they need to do to be successful.

The School also sponsors a formal mentoring program in which new faculty are paired with senior faculty members to assist with questions, training and to provide a personal source for any other help required. From the beginning, mentors are expected to counsel their new charges with specific information on reappointment requirements. Should a problem be detected early in the career of a new faculty member, a discussion is held with the assigned mentors and plans are put in place to help. In some cases, this had resulted in classroom observations of teaching style, assistance with research projects or just general encouragement. These efforts are expected to be helpful in the retention of minority, and all new faculty, in the School.

In the fall semester, the Director meets with all new faculty and those coming up for some employment action to talk about the process and requirements. Familiarizing faculty with the schedule, forms and policies relating to reappointment, promotion and tenure is the purpose of the meeting. These meetings are held after the faculty members are provided with new copies of the School, College and University documents relating to reappointment and tenure. The significance of each document is explained, and the director encourages discussion and questions to ensure that people understand the reappointment schedule and for new faculty, the importance of building merit in teaching, research and extension/service.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

Although this area has been a challenge for the School, it has made some positive inroads in hiring minority and female professionals in the past few years. We have a majority of female part-time/adjunct instructors. There is a need for more minority representation, though. During the past few years, we have often found ourselves in need of adjunct faculty quickly either because a regular or adjunct faculty member left quickly or because approval for the position was delayed because of a limited time frame for a search. In cases such as this, the School relies heavily on professional contacts from the faculty to bring in minority candidates and actively look on the Stillwater campus for adjuncts who have a master's degree in the mass communication discipline and who have an appropriate professional background. It is unrealistic to expect someone to relocate to Stillwater for a temporary appointment. SMSC has been fortunate to have found several female candidates who are highly qualified and make an exceptional contribution to the School, particularly in teaching writing and reporting courses.

If time allows, searches for adjunct or part-time personnel are typically advertised in either the *Tulsa World* or *The Oklahoman* or both. The populations in these communities are more diverse

than the state overall and we feel the openings receive adequate publicity.

12. Provide examples of professionals, visiting professors and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The School hosts a nationally known speaker each year in the Paul Miller Lecture Series, held in conjunction with the Oklahoma Collegiate Press Association meeting on the Stillwater campus. Many prominent professionals visited to give special lectures on diversity issues in the media.

Faculty members regularly invite professionals from diverse backgrounds to speak to their students in classes or at student organization meetings. The following is not an exhaustive list but gives an idea of the breadth of these speakers:

2018-19
Dr. Ray Owens, Pastor, Metropolitan Baptist Church of Tulsa, African American man.

Geoffrey Standing Bear, Chief, Osage Nation, Native American man.

Shagah Zakerion, Senior Diversity and Inclusion Officer, Williams, Persian American woman.

Monroe Nichols, State Representative, State of Oklahoma, African American man.

Cheryl Lawson, Principal, Social Media Tulsa, African American female.

Amber Garrett, white female freelance photographer and photojournalist, spoke to a photography class.

Colleen Kennedy, white female Press Secretary at U.S. House of Representatives. Washington, D.C. Experienced Legislative Aide with a demonstrated history of working in legislative offices.

Madison Bryan Dragoo, white female, Digital Strategy + Content Strategy + Issue-Based Marketing. Saxum PR, Oklahoma City. Public relations expertise linking consumers to brands.

Neil Foote, African American male owner of Foote Communications. Foote Communications is a full-service integrated marketing & communications-consulting firm, specializing in public relations, social media strategies, public affairs, multicultural marketing, content management, and ghost writing for speeches, marketing materials, websites and Op-Eds. Niel co-wrote the book *Diverse Voices*, highlighting diverse achievements in public relations. Dallas, Texas.

2017-18

Jessica Dyer, white female Senior Specialist, St. Jude Children's Research Hospital; expertise: nonprofit communications.

Tristi Charpentier, white female VP Strategic Initiatives at Huey and Angelina Wilson Foundation; expertise: nonprofit communications.

Jayme Ferrell, white female Sr. Director of Development, Oklahoma State University Foundation; expertise: nonprofit communications.

Payton Reed, white female Copywriter at Jackson Marketing, Motorsports & Events. Social Media Influencer. Greenville, South Carolina. Experienced marketing and advertising copywriter, social media influencer.

Megan Horton, white female Oklahoma State University Communications/ Monitoring Social Media for major university.

Pat Bryson, white female, Bryson Broadcasting International/Broadcasting consultant.

Jill Hunt, white female *Stillwater News Press* Advertising Manager.

Jordan Leatherman, senior account executive, Multicultural Development, NASCAR, Native American, woman, discussed planning diverse messages to diverse audiences.

2016-17
Dr. Jason Kirksey, African American man, OSU VP for Diversity, spoke to a Media in Diverse Society class.

Part II, Standard 4. Full-time and Part-time Faculty

The curriculum vitae of each full-time faculty member and the resume of each adjunct/ part time faculty member will be available in a digital format and in the work room during the site visit. Similarly, records on faculty propotion and tenure will be available in the work room.

1. Describe the faculty balance in terms of degrees, professional experience, gender, race and rank.

The data below includes all faculty in the 2018-19 academic year:

Formal Education

Ph.D.	12	40%
J.D.	1	3%
Master's	9	30%
Bachelors	8	27%

Years of Professional Experience

20 or more years	11	37%
11 to 20 years	14	47%
6 to 10 years	4	13%
0 to 5 years	1	03%

Gender

Male	20	67%
Female	10	33%

Race

White	26	87%
African American	1	3%
Asian	1	3%
Native American	2	7%

Rank

Professor	3	10%
Associate Professor	8	27%
Assistant Professor	4	13%
Associate Professor of Professional Practice	1	3%
Assistant Professor of Professional Practice	1	3%
Lecturer	2	7%
Adjunct	11	37%

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates. (Appendix 4-1)

The Director, working with faculty in the appropriate sequence, develops an ad, which the Dean's office must approve before it can be published in relevant publications and websites. The Director selects the search committee. At least one member of the Personnel Committee shall be on every search. The search committee meets to narrow the pool of applicants. Generally a pool of 6-10 applicants are interviewed via Skype. The search committee proposes a pool of two to four candidates for on campus interviews. The committee meets with the Associate Dean for Personnel to ensure compliance with University human resource policies. Candidates are invited to campus for a two day interview. If the position includes a research component, the interview includes an opportunity to present research to faculty, staff and students. The interview also includes an opportunity for a candidate to teach a class. The search committee identifies a slate of acceptable candidates, which are presented to the faculty. Following faculty approval, the Director extends an offer.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.) (Appendix 4-2)

The criteria for assessing faculty performance listed in the Tenure and Promotion (T&P) document (pages 8-22) are used to judge the level of quality in teaching, research/creative endeavors and service for each of the evaluation procedures conducted in the School. These include initial appointment to faculty positions, annual review of all faculty members for merit salary increases, reappointment of tenure-track and annually appointed faculty, the tenure review process (which includes reappointment and the review for tenure), cumulative review and promotion in rank.

With the exception of the initial faculty appointment, the procedures rely on documentary evidence for faculty performance. All faculty members submit these materials annually. Use of the "Appraisal and Development" (A&D) form (Appendix 4-3) provides a standardized reporting mechanism. All faculty members use the form and attach other supporting materials to document their work in teaching, research/creative endeavors and service.

The five assessment categories include Outstanding, Excellent, Good, Minimal and Inadequate. Details for each category are listed in the T&P document. Unit expectations are clarified in great detail in the School's work plan (Appendix 4-4).

4. Describe professional development programs, workshops in teaching or other methods used to stimulate and encourage effective teaching.

- SMSC faculty members lead site visits to public relations agencies and shadow professionals to keep up with industry trends.
- Participate in training programs such as Poynter Institute's media training, the Public Relations Society of America's accreditation in public relations (APR) and the United Nations' Peace Operations Training Institute's civilian service program to bring real work skills into the classroom.
- Adopt technologies in the classroom, such as Packback's AI supported online discussion platform, to maintain contact with students outside the classroom.
- Use multiple methods of visual storytelling to prepare SMSC students for producing multimedia professionally and on social media platforms.
- Use "The Gold Coin Method" to prepare students to tell award-willing feature stories by using visual storytelling techniques that reward the viewer/listener for staying with the story.
- Attend faculty training workshops for incoming faculty the University and the College of Arts & Sciences host.
- All online instructors must take mandatory training OSU's Institute for Teaching and Learning Excellence offers.
- The College of Arts & Sciences invites new faculty to apply for a Dean's Incentive Grant for faculty development. This program started in the 2015-16 academic year. During the past four years, three faculty members have been awarded this grant. In 2015-16, Dr. Jared Johnson was awarded $3,000. In 2017-18, Dr. Skye Cooley was awarded $6,000. In 2018-19, Dr. Clara Bae was awarded $6,000.
- During the 2018-19 academic year, Director Craig Freeman was awarded a $700 academic development fee from the OSU Library for his work on an Open Textbook and Adoption project.

5: Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

<u>**PRINCIPLES AND GOALS**</u>:

The School adopted a written workload policy in 2018. (**Appendix 4-4**)

The workload policy of the School starts from the conviction faculty members are highly trained professionals and administrative units at all levels are to treat them as such. Academic excellence is inextricably linked to the principle of academic freedom. Therefore, faculty activity must retain a high level of personal autonomy; indeed, excessive administrative control over faculty time and activity is deleterious to the establishment and maintenance of high standards of academic performance.

For purposes of measurement and assessment, faculty responsibilities are customarily divided into three areas: teaching, research and service/extension. These areas frequently overlap, and categorization of faculty activity by one of these areas is sometimes artificial. Moreover, the activity and emphasis of an individual faculty member may vary. Opportunities, interests and the needs of the School are subject to change and will influence faculty activity. Therefore, the workload configuration for each faculty member is to be negotiated individually with the Director on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate subsequent individual meeting. In some cases, alterations to a typical workload model may be appropriate. The faculty member may request these alterations to allow for additional focus on an area of strength or the Director may assign them in consultation with the faculty member (see below for specifics).

Whereas teaching and research activities may often overlap in a general sense, it is recognized the amount of time faculty members devote to the instructional mission of the School strongly and adversely influences research and services/extension activities. Faculty members with heavier teaching loads generally do not have the time and or energy to focus on producing original research, extension activities or the pursuit of external funding available to those with lighter teaching loads.

In the allocation of teaching loads among faculty members, the Director must respect the following principles:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments after taking into account the ranks, tenured or tenure-line status, research expectations, research foci, teaching experience, industry experience, skills and educational backgrounds of faculty members.

2. Equity in awards. In allocation of rewards, outstanding instruction is to be weighted equally with outstanding research. Faculty members who excel in the classroom are to be equally eligible for any potential rewards, financial and otherwise, as those with outstanding research and publication records.

3. Consideration of expertise, interests and desires. In assigning teaching duties, the Director shall take into consideration the professional interests and specialization of faculty members. Whenever possible, course assignments shall be consistent with the academic specialization of each faculty member. Although not always possible, faculty members should generally be assigned courses they desire to teach and are in line with their expertise. However, faculty

must be flexible in their desired choices by listing at least five SMSC courses regularly offered in the SMSC undergraduate and graduate curricula they are willing to teach through a survey of faculty teaching preferences the School administration is to distribute every two years.

4. <u>Equal opportunity for control over career path</u>. Individual faculty members shall be afforded opportunities to   alter the balance among professional activities on an equal basis.

5. <u>Consideration of junior faculty members</u>. Because research is a major element of promotion and tenure decisions, untenured faculty members shall be given reduced teaching loads when possible to facilitate their efforts to build publication records.

6. <u>Advanced notice for teaching assignments</u>: All faculty should be informed of their tentative course assignments and the area heads consulted about course offerings in their programs before a full draft of the overall schedule is sent to faculty in advance of each term. This provides faculty more time to prepare for coming semesters and to raise any concerns with administration before the final schedule is published.

7. <u>Time allocated for research focus:</u> Unless requested otherwise or an individual faculty agrees, tenure-line faculty on 2/2 fall/spring loads should be limited to teaching classes and labs that collectively meet no more than three days per week to allow time to focus on research. Tenure-line faculty on a 3/2 or 2/3 fall/spring load should be limited to teaching classes and labs that collectively meet no more than four days per week to allow time to focus on research. Administrators should strive to limit teaching days for all tenure-line faculty, who have at least 30% of their workload assignment dedicated to research, to three days or fewer per week. Those figures do not include any courses that are counted as overloads or taught separately through outreach or are outside of a faculty member's base fall-spring course load (e.g., a tenure-line faculty member requesting a course to teach during an intersession could be assigned class meetings five days per week).

8. <u>Engagement with students:</u> As a professionally oriented School, faculty are expected to interact with and assist students outside of the classroom. At a minimum, faculty who are teaching any courses that meet in person must post at least two available office hours per week in syllabi for that semester. These office hours can be the same for multiple courses (e.g., 8-11 a.m. on all syllabi for all courses). Any professor who teaches fully online courses must post a minimum of one virtual office hour per online class.

In allocation of teaching loads, the Director is to consider these additional factors:

1. Level/type of course.
2. Number of required contact minutes with students (i.e., lecture and lab meeting times) assigned to the course instructor as part of the course.
3. Size of course enrollment.
4. Extent and number of faculty members' course preparations.
5. Demands of university service activities on faculty time.
6. Demands of professional development activities on faculty time.

In all cases, assignments, judgments and evaluations the Director made in consideration of the above principles and factors shall be consistent with the FTE allocation for each faculty member.

In all cases, assignments, judgments and evaluations the Director made shall be consistent with the availability of resources.

TEACHING LOAD ASSIGNMENT POLICY:

Untenured, tenure-track faculty members shall be afforded a 2/2 course load (12 teaching hours total) per academic year whenever possible. Under no circumstance should the course load of an untenured, tenure-track faculty member exceed 2/3 or 3/2 (15 teaching hours total) per academic year. In the first academic year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load (nine teaching hours total). Additionally, in the year after successful reappointment (i.e., generally a faculty member's fourth year on the tenure clock), an untenured assistant professor shall normally be afford a course release, allowing that faculty member to revert to a 2/1 or 1/2 load for that academic year. The Director shall arrange these assignments in consultation with the faculty member and subject to the principles articulated in the workload policy.

Tenured faculty members generally maintain an annual 2/2 (12 total teaching hours) or 3/2 or 2/3 (15 total teaching hours) during the fall/spring academic year. Tenured faculty may opt for a higher teaching load per semester, which would be reflected in FTE documentation. The teaching load for clinical faculty, lecturers and visiting (teaching) assistant professors is generally a 12-hour load per semester or as determined the Director determines. This document does not recognize intersession, summer or overload teaching assignments. These hours are voluntary and are accounted for outside of the faculty FTE.

Although these percentages may vary by individual faculty based on assignments, for purposes of performance assessment, the difference among the four loads may breakdown as follows with hours in parentheses signifying teaching hours taught during the combined fall/spring terms:

	2-2 load (12 hrs.)	3-2 or 2-3 (15 hrs.)	Clinical Faculty (24 hrs.)	Lecturers (24 hrs.)
	(T/TT)	(T/TT)		
Teaching	40%	50%	90%	100%
Research	50%	40%	0%	0%
Service	10%	10%	10%	0%

This choice is subject to review and alteration as part of the annual Appraisal and Development (A&D) process involving the faculty member and the Director. Changes in individual load assignments are to take effect in a manner consistent with the school's course scheduling deadlines. Tenured and tenure-line faculty members' base (fall/spring) teaching loads should not be increased from the terms of their original offer letters unless a faculty member receives a rating of below expectation or lower on research/scholarship for three consecutive years on an A&D. However, tenured and tenure-track faculty members can be assigned up to one teaching-credit hour over their combined assigned fall/spring teaching loads due to credit for a separate

lab or extended-minutes lecture/lab courses. This extra hour must be accounted for in their A&D but not for their teaching loads or annual workload percentage assignments. For example, a tenure-line faculty member on a 2/2 teaching load may be assigned one extended-minutes lecture/lab combo or a course with a separate lab over the fall/spring terms without affecting that faculty member's teaching load. Any additional such assignment must result in an adjustment of that faculty member's teaching load and workload assignment.

Teaching Assignment Credits and Guidelines Based on Contact Minutes Required with Students Per Class:

1. (a) 50-minute, three-day-a-week undergraduate lecture classes, (b) 75-minute, two-day-a-week classes, and (c) lecture/lab courses worth three credit hours that require 170 total minutes or fewer of instructor contact minutes with students per week count as three teaching hours for teaching loads and workload assignments.

2. Online and hybrid courses worth three credit hours and taught within load during the fall or spring semesters count as three teaching hours for teaching loads and workload assignments.

3. 170-minute, one-day per week graduate courses worth three credit hours count as three teaching hours for teaching loads and workload assignments.

4. 100-minute lecture courses worth three credit hours with a separate lab up to 110 minutes or extended-minutes combined lecture/lab courses that require more than 171 or more direct contact minutes with students count as four teaching hours for teaching loads and workload assignments. However, faculty may be assigned one of these courses annually during the fall/spring terms without an adjustment in teaching loads or workload assignments. If assigned two or more extended-minutes courses during the fall/spring terms, then all extended-minutes courses must be counted for teaching loads and workload assignments.

5. Each subsequent lab (no more than 110 minutes each) added to a teaching assignment will count an additional hour to a faculty member's teaching load for teaching loads and workload assignments. A 100-minute lecture course with two 110-minute labs counts as five teaching hours even though the class is worth three credit hours for students. A 100-minute lecture course with four 110-minute labs counts as seven teaching hours. If the faculty member and director mutually agree, this can be adjusted down to account for smaller lab sections. For example, a faculty member who could teach three full or nearly full labs as part of a course but requests four labs with smaller enrollment to provide more individual attention to students would receive only six teaching hours for that course and four labs, so long as the faculty member and Director agree to it in advance.

6. Preference will be to assign courses with additional labs the course instructor taught to nontenure-line faculty. No tenured or tenure-track faculty member will be assigned more than one course in his or her annual base fall/spring load that includes more than 170 contact minutes (lectures and labs) with students for three hours credit unless that faculty member requests assignments of extended-minutes courses that better fit her or his expertise. If so, that faculty member's workload assignment and A&Ds will be adjusted to account for the extra time required in the classroom. Faculty may, during the annual A&D process, agree to additional lecture/lab courses for an adjustment in teaching and research recent efforts.

7. Courses counting for one or two credit hours count as one or two teaching hours, respectively, in the teaching model.

RESEARCH

Housed at a land-grant, research-intensive university, the School has a primary mission to promote scholarly research and professional performance. Accordingly, most tenured and tenure-line faculty carry reduced teaching loads to allow time for research. Thus, faculty with lower teaching loads will have a greater expectation for producing scholarship. In the processes of workload assignments, FTEs, A&Ds and various types of rewards, the following types of primary research SMSC scholars produce are to have the Director recognize and prioritize them, though other types of scholarship should be recognized on a case-by-case basis:

1. Refereed and peer-reviewed academic journal articles and books (authored and edited). These are the most common type of scholarship outlet for research produced in the School and should be factored into workload assignments and A&Ds. Factors to be considered in the evaluation of these publications include: (A) quality of journal based on acceptance rate, publisher and affiliation; (B) solo vs. group authorship; (C) author ordering (e.g., first author on a journal article receives more credit than being a third author); and (D) reputation of publisher of books and handbooks.

2. External grants. The procurement of external grants as a PI or co-PI should be recognized in a faculty member's A&D and possibly affect that member's workload assignment as noted above. Unsuccessful attempts to attain external funding should be positively noted in faculty members' A&Ds but have no affect on workload assignments.

3. Book chapters and refereed monographs. These publications are valuable but recognized on a secondary level compared with refereed journal articles and writing/editing books. Factors to be considered in the evaluation of these publications include: (A) solo vs. group authorship; (B) author ordering (e.g., first author on a journal article receives more credit than being a third author); (C) reputation of publisher of books and handbooks; and (D) reputation of editor or authors of a book or handbook.

4. Refereed conference papers and presenting papers as part of refereed conference panels, published, editor-reviewed academic articles and published book reviews in refereed journals. These will be considered in A&Ds but do not affect annual workload assignments. Factors to be considered in the evaluation of these publications include: (A) solo vs. group authorship; (B) author ordering (e.g., first author on a book chapter receives more credit than being a third author); and (D) publisher of editor-reviewed academic journals.

5. Creative projects. Because of their ties and need to stay relevant with the industry, these types of creative works should be given equal credit to more traditional outlets for scholarship. However, to receive the highest level of credit equivalent to research articles,

books and external grants, creative projects must be recognized in juried or peer-reviewed competitions or both and require extensive time to complete. Factors to be considered in the evaluation of these publications include: (A) reputation of conference or sponsoring organization or both; (B) published reviews of the creative work; (C) awards won via this project; (D) solo vs. group authorship; and (E) author ordering, though serving as last producer after a list of students must be viewed favorably.

6. <u>Internal grants</u>. These are to be recognized as a successful means of junior, tenure-line faculty advancing their
   careers in A&Ds but are not factored into workload assignments.

Course Release Reward System for Research/Creative Works Production

Faculty members with 15-hour annual teaching loads (3/2 or 2/3) or higher who are not receiving a course release or course reduction for any purpose may qualify for a reduced teaching load for up to one course annually in either the fall or spring semesters through meeting any of the criteria below. However, faculty assigned teaching loads cannot be reduced to lower than 12 hours (fall and spring terms combined) by exceeding the output required below. Faculty must provide notice of eligibility for a potential course reduction when submitting the annual faculty appraisal and development program form. Faculty are not eligible for two course reductions in the same year through the research/creative works formula below unless they can potentially buy out multiple courses through procurement of an external grant. In rare cases, a faculty member's earned course reduction could be banked but delayed a year because another faculty member from the same area of teaching expertise earned a course reduction and thus the School might have difficulty staffing courses in that area if both faculty received course reductions in the same academic year. Further, though intradepartmental collaborations are strongly encouraged, credit toward a potential course reduction earned from a book that involves multiple School faculty members will only go toward the faculty member in the earlier ordering of authorship of that book. The same rule does not apply for journal articles, where both faculty may receive credit toward a potential course reduction.

1. Publication of an average of at least one refereed article per year in a quality journal during a three-year period with at least 50% of that faculty member's publications as lead/solo author, not to exceed two years without additional published work. (For example, a faculty member who published three or more articles in one year would be limited to three years of reduced course load on the collective basis of work if that faculty member does not have any articles published in years No. 2 and No. 3 of that period). Published works for this system and for A&Ds may be counted for only one year, either the year is in press or the year it is published.

2. Procurement of a contract for a book-length manuscript or other major work (e.g., computer programs) from an established and recognized publishing house, provided that the work in question is either a scholarly work or a textbook, including new editions of a textbook in circulation. Such a contract qualifies the faculty member for a reduced teaching load for one semester of one year.

3. Publication of a book (scholarly or text) through a major publisher or as part of a national series as author or co-author qualifies the faculty member for a reduced teaching load for two semesters during a two-year period.

4. Publication of a book (scholarly or text) as editor or co-editor qualifies the faculty member for a reduced teaching load for one semester.

5. Procurement of a grant from an external source (i.e., outside the university) of $10,000 or more as a PI or Co-PI qualifies the faculty members involved for reduced teaching loads for one semester or the duration of the project if fewer than two years, after which the reduced load may be renewed or canceled depending upon the financing status of the project. Being listed as a secondary researcher (non-PI or co-PI) on an external grant is credited in a faculty member's A&D but does not affect workload assignments or teaching loads.

6. Publication of a creative project that takes extensive time (e.g., full documentary counts, but a column in the *Stillwater News Press* does not) through a juried or peer-reviewed competition as lead/solo director/producer/author, etc. or as a secondary director/producer/author, etc. in a work involving OSU students could qualify a tenured faculty member for a reduced teaching load for one semester. To qualify, this project must take extensive time to complete.

7. Faculty members may request release from teaching responsibilities for one semester to pursue a research or professional activity. Such requests are subject to the terms of the Research Leave Policy.

SERVICE

This proposal calls for establishment of three service categories for the School: Academic-Internal, Academic-Academy and Applied-External. Faculty are encouraged to volunteer for service that best fits their interests and expertise. The Director is to equally recognize the value of all types of service in doing A&Ds, but that does not mean all activities falling under the various types of service must be accounted equally. For example, serving as an ad hoc reviewer for a paper/abstract submitted to a scholarly conference is not equivalent service to being on an editorial board of a top scholarly journal.

Examples of Academic-Internal service would include:

- Membership on School's permanent committees (e.g., Personnel, Technology);
- Membership on School's job search committees;
- Membership on College/campus committees (e.g. A&S council, etc.);
- Organizing and directing SMSC sponsored events for high school, college students;
- Advising SMSC student organizations;
- Serving as an area head for one of the School's three undergraduate programs;
- Making academic presentations to campus groups (outside of SMSC).

Examples of Academic-Academy service would include:

- Service as officer or conference planner or both for national/international organizations (AEJMC, BEA, NCA, ICA, etc.);
- Service to state academic groups such as OBEA;
- Serving on editorial review boards;
- Reviewing papers for journals or conferences or both;
- Serving as editor (or guest editor) of academic journals;
- Serving as outside reviewer for tenure and promotion cases from peer institutions.

Examples of Applied-External service would include:

- Presenter/panelist in professional workshops, conferences;
- Used as news source for mass media story (print/video/online);
- Working as professional consultant/adviser/board member for outside media, a professional or academic organization or for a strategic communication project or campaign or both.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and area not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentage of classes full-time faculty taught for the past three academic years is shown below

Percentage of courses full-time faculty taught

2016-17

Faculty Status	Total Classes	Percentage
Full-time	87	82.7%
Adjunct	18	17.3%

2017-18

Faculty Status	Total Classes	Percentage
Full-time	94	90.4%
Adjunct	10	9.6%

2018-19

Faculty Status	Total Classes	Percentage
Full-time	83	83.8%

Adjunct	16	16.2%

Question 7. Describe the unit's process and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide evaluation forms. (Appendix 4-5)

University policy dictates each course taught is to be evaluated through the Student Satisfaction with Instruction system (SSI) in accordance with OSU Guidelines the Office of the Provost issued. The University Student Survey of Instruction form is used in the evaluation. The goal of the SSI "is to give students an opportunity to provide regular, meaningful comments and feedback to faculty and the University with respect to their experiences in classes taken at Oklahoma State University. Students are asked to complete an SSI for each class. The survey is to be completed before final exams and before students receive their final grades."[1] Individual departments and schools have the ability to develop an instrument that more adequately meets the specific needs of the instructional unit. If a department or school develops such an instrument, the Dean's Office for the college under which the unit operates must approve it.

The School of Media & Strategic Communications requires all faculty and graduate teaching assistants use the SSI. The SSI is administered online and is prone to low response rates as a result. Because of this, the Director urges all faculty members to administer a hard copy version of the SSI in class as an additional form of evaluation. Hard copy administration of the SSI also is encouraged for summer course evaluation. Teaching assistants and adjunct faculty members also are evaluated, and these evaluations play an important role in their reappointment.

These evaluations play an important role in the Annual Appraisal and Development process in the School and provide guidance to the Director on how to advise faculty members to improve teaching, if necessary.

Teaching performance is one of the areas of discussion with all faculty members during the annual Assessment and Development process. Evaluating a faculty member's performance and setting goals for the next year is the purpose of the Assessment and Development meetings.

Student teaching evaluation scores are not the sole means of assessing a faculty member's teaching performance. Instructional evaluations also come from the biannual Alumni Survey OSU conducts. Faculty members' demonstrable ability to improve existing courses and/or develop courses that improve the overall curriculum also are assessed when considering a faculty member's teaching performance.

Research activity is evaluated in terms of the expectations as set out in the Tenure & Promotion Policy[2], which also determines the evaluation criteria and what counts as research or creative activity. For faculty members who have a research responsibility, research is as rigorously evaluated as teaching. The Director considers research output during the year in terms of peer-reviewed publications and peer-reviewed presentations, and work in progress. Sole or first

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[1] See SSI description- https://uat.okstate.edu/Surveys
[2] See pages 33-82 for specific details on Tenure and Promotion.

authorship also is an important consideration, as is the quality and prestige of the publication in which it appeared.

Service is evaluated based on:

- Service to the profession;
- Service to the University;
- Service to the College of Arts & Sciences;
- Service to the School of Media & Strategic Communications;
- Service to the community.

None of these categories is necessarily more important than the other because it is not possible to do service in every category. However, nationally and internationally prominent service and leadership positions in professional organizations receive special mention and consideration.

SMSC follows the OSU Policy for [Annual Appraisal and Development](#). The process entails:

- In January, faculty members provide a self-evaluation of their teaching, research and service (whichever categories are relevant) for the previous calendar year.
- The Director reviews the self-evaluation and writes an evaluation of performance, using the evaluation criteria faculty members had agreed on and that are set out in the School's RTP policy.
- The faculty member is provided with a draft of this letter three days before a meeting with the Director takes place and has an opportunity to comment on the letter.
- During the meeting, the Director and faculty member review the Director's assessment. If the Director finds the faculty member's objections reasonable, then changes are made to the letter. The letter is again reviewed and the Director and faculty member sign the OSU Annual Faculty Appraisal and Development Program Form in each other's presence.
- If the faculty member does not agree with the Director's assessment, then he or she is provided an opportunity to write a rebuttal. The Director will typically include the faculty member's rebuttal in the assessment document and specify why there is not agreement. Both sign the OSU Annual Faculty Appraisal and Development Program Form, even if there is disagreement because the form does not indicate agreement but that the conversation took place.
- Typically, the A&D documents are submitted to the College in early April; the Dean reviews, signs and returns them to the School.
- A copy of the assessment and signed form is kept in the faculty member's personnel file. These annual assessments are an integral part of all tenure and promotion processes in the School and College as well in the five-year cumulative review process.

Question 8: List selected achievements in teaching in the past six years: awards or citations for high-quality teaching: grants or other support for development of curriculum or courses, publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

Achievements in teaching in the past six years, including awards or citations in teaching:

Dr. Jami Fullerton:

2018 American Advertising Federation 10th District Outstanding Educator Award

2014 OSU International Education Faculty Excellence Award

Grants or other support for development of curriculum or courses:

Dr. Jami Fullerton:

Served as a faculty fellow in 2018 to revamp the MS curriculum for the School of Global Studies at OSU. Arthur W. Page Center/Page and Johnson Legacy Scholar Grant Competition *Public Relations Students' Attitudes and Aptitudes In Media Literacy and 'Fake News': An analysis of future PR professionals.* 2018-19**.** $8,000 (with Lori McKinnon)

Arthur W. Page Center/Page and Johnson Legacy Scholar Grant Competition "Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors." The Arthur W. Page Center awarded $2,000 in 2013**.** (with Lori McKinnon).

$2,000 grants each year from the American Advertising Federation to conduct its biannual national student survey.

Dr. Ted Kian:

Dr. Kian received a $1,500 development fee for a spring 2018 online course: MC 5143, Diversity in Sports Media.

Dr. Kenneth Kim:

Dr. Kim received a $4,500 development fee for a spring 2016 online course: MC 5953, Strategic Communications Health Campaign.

Dr. Bobbi Kay Lewis:

Dr. Lewis received a $3,000 development fee for a summer 2014 online course: MC 4143, Ethics & Issues in Mass Communications.

Dr. John McGuire:

Dr. McGuire received a $1,500 development fee for a spring 2016 online course: MMJ 4243, Programs & Audiences.

Dr. Lori McKinnon:

Page Legacy Scholar Grant (2018). Co-PIs with Dr. Jami Fullerton and Dr. Alice Kendrick. Awarded $9,500 grant for survey research on public relations students attitudes toward fake news and intended ethical behaviors. Public Relations' Students Media Literacy: A Multi-Measure Examination of Attitudes and Aptitudes.

Dr. McKinnon received a $500 development fee for a fall 2017 online course: MC 5651, Introduction to Graduate Studies.

Dr. Joey Senat:

Dr. Senat received a $3,000 course development fee for a summer 2016 online course: MC 4163, Mass Communication Law.

Publications and papers on teaching:

Dr. Jami Fullerton serves as the editor of *Journalism and Mass Communication Educator* (2017-present).

Professor Craig Freeman serves as the editor of the *Journal of Media Education* (2017-present).

Dr. Lori McKinnon served on the editorial boards of two journals that focus on student education:
Journalism and Mass Communication Educator (2017-present) and *Journal of Advertising Education* (2010-present).

Dr. Fullerton served as the co-editor of the *Journal of Advertising Education* (2010-2017).

2019

Dr. Jami Fullerton:

Kendrick, A. & Fullerton, J. (2019). Dimensions of News Media Literacy among U.S. Advertising Students. *Journal of Advertising Education, 23*(1), 7–21.

2018

Dr. Skye Cooley:

Loehwing, M., Cooley, S.C., Shoup, B., & Cooley, A.B. (2018, November).

Teaching Public Deliberation through Role-Playing Games. Short course presented at the National Communication Association (NCA) Annual Convention, Salt Lake City, Utah.

Loehwing, M., Cooley, S.C., Desai, K., & Adamson, A. (2018). Civic Gaming: A Simulation-Based Approach to Building Stronger Democratic Communities. Game Studies III: Teaching through Games. *Popular Culture Association National Conference*. March 28. Indianapolis, Indiana.

Dr. Lori McKinnon:

Fullerton, J. A., Kendrick, A., & McKinnon, L. M. (2018), *Public Relations' Students Media Literacy: A Multi-Measure Examination of Attitudes and Aptitudes.* Completed chapter for inclusion in the forthcoming book on Fake News to fulfill required collaterals for the Page Legacy Scholar Grant.

Dr. John McGuire:

McGuire, J. (2018, October). *Student program showcase*. Served as presenter at 2018 BEA Super-Regional, Houston, Texas.

Dr. Joey Senat:

Senat, J. The First Amendment Rights of High School Students, FIRST AMENDMENT CONGRESS, FOI OKLAHOMA, University of Central Oklahoma: Nov. 14, 2018.

2017

Dr. Jami Fullerton:

Kendrick, A. & Fullerton, J. (2017). Mentors and minority advertising students: A survey of the 2017 Most Promising Multicultural Student class. *Journal of Advertising Education. Special Issue on Diversity, 21*(2), 25-32.

Dr. Stan Ketterer:

Ketterer, S. "An Examination of the Attitudes and Practices of Mass Communication Programs Regarding Unpaid Student Internships" with Joey Senat and John McGuire was presented at the March 2017 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman. It received the Top Abstract Award in the Media Management, Economics & Entrepreneurship Division.

Dr. John McGuire:

Nduka, E.L., & McGuire, J. (2017). The effective use of new media in disseminating evangelical messages among Catholic students. *Journal of Media and Religion*, *16*(3), 93-102.

Dr. Joey Senat:

Senat, J. The First Amendment Rights of High School Students, FIRST AMENDMENT CONGRESS, FOI OKLAHOMA, University of Central Oklahoma: Nov. 2, 2017.

2015

Dr. Jami Fullerton

Fullerton, J. A. & McKinnon, L. M. (2015). Public Relations Students' Perceptions of PR: What college students think about PR Education and the PR Profession. *Public Relations Journal, 9*(2). Online: http://www.prsa.org/Intelligence/PRJournal/Vol9/No2/

2014

Dr. Jami Fullerton

Fullerton, J. & Kendrick, A. (2014). Perceptions of work/life balance among advertising students in America: A study of gender differences. *Advertising & Society Review, 14*(4). doi: 10.1353/asr.2014.0004

Dr. Lori McKinnon

Fullerton, J., McKinnon, L. M. & Kendrick, A. (2014). A Comparison of Advertising and Public Relation Students on Ethics: Attitudes and Predicted Behavior. *Southwestern Mass Communications Journal,* 30(2).

McKinnon, L., & Fullerton, J. (2014, summer). Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors. *Teaching PR Monographs, 90.* http://www.aejmc.us/PR/tpr/tpr90su14.pdf

Fullerton, J. A. and McKinnon, L. M. (2014). What college students think about PR Education and the PR Profession. *Public Relations Review*, Research in Brief.

Dr. Danny Shipka

Shipka, Danny. Opening the World: How to Inspire Rural Students to Learn Abroad. Panel Presentation. Hawaii International Conference on Arts & Humanities. Honolulu, Hawaii, January 2014

Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

Oklahoma State University has a R1 (very high research activity) classification from the Carnegie Foundation. Being part of the OSU College of Arts & Sciences, which has high research and external grant expectations, the School of Media & Strategic Communications also has these expectations.

The School of Media & Strategic Communication has made great strides to improve on this standard since the previous accreditation cycle.

Strategies for improvement include:
- Workload plans were revisited for faculty to ensure appropriate course-research-service expectations.
- Course loads ensure faculty with a research assignment do not teach more than a 2-3 load and do not carry a heavy service load.
- Tenure-track faculty teach a 2-2 load and are encouraged to focus service activities on academic endeavors and service to professional academic organizations.
- Tenure-track faculty teaching loads are reduced by an additional course in their first and fourth years.
- Faculty without research or creative work expectations teach a 4-4 load.
- When graduate assistants are available, priority placement is given to tenure-track and tenured faculty.
- Tenure-track faculty are encouraged to apply for Summer Research Grants, which provide one month's salary, to decrease dependence on summer teaching.
- SMSC holds Research Colloquia to highlight faculty scholarship. Colloquia are held several times during the academic year to highlight faculty and graduate student work in progress, conference presentations and accepted publications.
- Research Roundtables are held each fall semester. The roundtable meetings allow for faculty and graduate students to share their research interests. These networking sessions help students and faculty to connect for graduate student committees, ongoing faculty research and future research endeavors.
- Faculty members are encouraged to submit papers to national and regional conferences. Travel financing is provided to at least one conference per year. Registration fees are provided for local research conferences, such as AEJMC Midwinter. Thus, SMSC places importance on valuable exposure to other scholars' work and to the larger body of knowledge.
- Faculty members are encouraged to collaborate on research projects with other OSU faculty in addition to focusing on their research agendas. SMSC collaboration has helped increase the number of faculty publications.
- Tenured faculty mentor tenure-track faculty members who are encouraged to collaborate on research projects, grants and publications.
- Research is an important consideration during the annual Assessment and Development process and an important consideration for salary increases.

- SMSC has two endowed professorships. Faculty in these lines have increased research expectations and contribute significantly to the School's research productivity. Research productivity for the unit remains strong. As more faculty depart or retire, the opportunity to appoint research-focused faculty also increases. Since the previous accreditation cycle, one faculty member retired and five faculty left the University to pursue other career opportunities. Three tenured-track faculty members were hired during this accreditation cycles. In turn, research productivity and grant activity continue to improve.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new and retired faculty).

The following faculty contributed to research productivity during the accreditation cycle:
- Jami Fullerton, Professor and Peggy Welch Endowed Chair in Strategic Communication, fall 2013-present
- Edward (Ted) Kian, Professor and Endowed Welch-Bridgewater Chair of Spots Media, fall 2013-present
- John McGuire, Professor, fall 2013-present
- Craig Freeman, Associate Professor, fall 2014-present
- Jack Hodgson, Associate Professor, fall 2013-present
- Stan Ketterer, Associate Professor, fall 2013-present
- Lori McKinnon, Associate Professor, fall 2013-present
- Raymond Murray, Associate Professor, fall 2013-present
- Cynthia Nichols, Associate Professor, fall 2013-spring 2017
- Joey Senat, Associate Professor, fall 2013-present
- Daniel Shipka, Associate Professor, fall 2013-present
- Clara Mikyeung Bae, Assistant Professor, fall 2017-present
- Asya Cooley, Assistant Professor, spring 2019-present; Lecturer, fall 2017-present
- Skye Cooley, Assistant Professor, fall 2017-present
- Jared Johnson, Assistant Professor, fall 2014-present
- Kenneth Kim, Assistant Professor, fall 2013-spring 2014
- Kathleen McElroy, Assistant Professor, fall 2014-spring 2015
- Hillary Speed, Assistant Professor of Professional Practice, fall 2013-present
- Max Andrews, Lecturer, fall 2016-present

The School's involvement in academic journal editorship has continued to play an important contribution to the academy. Jami Fullerton served as co-editor of the *Journal of Advertising Education,* 2011-18, and as editor for *Journalism & Mass Communication Educator,* 2017-present. Danny Shipka is the founding editor of *Journal of Entertainment Studies,* an online journal created in cooperation with the AEJMC Entertainment Studies Interest Group, 2013-present. Craig Freeman served as editor of *Journal of Media Education*, a pedalogical journal published electronically, 2017-present. Other faculty serve on editorial boards and as journal article reviewers.

3. **Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years.**

Scholarship: Research, Creative and Professional Activities	Total from Unit	Individuals				
		Full Professors (3)	Associate Professors (8)	Assistant Professors (7)	Other Faculty (2)	Totals (20)
Awards and Honors	27	8	18	5		31
Grants Received Internal	7	1	2	4		7
Grants Received External	7	3	1	5		9
Scholarly Books, Sole- or Co-authored	7	5	4			9
Books Edited	1		1			1
Book Chapters	24	22	5	1		28
Monographs						
Articles in Refereed Journals	65	50	23	14	5	92
Refereed Conference Papers	119	96	40	12	6	154
Invited Academic Papers	7	1	6			7
Encyclopedia Entries	2			1		1
Reviews			11			
Articles in Nonrefereed Publications	16		6		12	18
Juried Creative Works						
Nonjuried Creative Works	2		1	1		2
Military Publications	3			3		3
Scholarly Presentations to Military	4			4		4

The School's faculty members increased their peer-reviewed journal publications from 70 in the previous assessment to 91 for this review period, an increase of approximately 30%. The number of external grants also grew significantly during the review period. Awards. honors and refereed conference papers has been maintained at the same levels as the previous assessment.

4. **List in a digital file the scholarly, research, creative, and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Appendix 5-1)**

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

The policy statement on faculty leaves is presented below:

Sabbatical Leaves. (See OSU [Sabbatical Leave Policy](#) 1.10.2)
The university may grant a sabbatical leave to faculty members to encourage them to enhance their professional qualifications through periodic study and involvement directed toward academic improvement. Preferably such study and/or involvement should take place in an off-campus setting. The university faculty member is entitled to apply for sabbatical leave of absence from regularly scheduled duties for the purpose of improving professional competence and effectiveness of service to the university. Members of the faculty may apply for a maximum leave of one calendar year (12 months) at half salary or a maximum of one-half of a year (six months) at full salary. Conditions of approval are consistent with appropriate budgetary and faculty arrangements so as not to disrupt the teaching program or other vital operations of the university. Typically, if a sabbatical is approved, the college will provide funding for a temporary replacement position. To qualify for leave, the candidate must have served as a faculty member for six academic years in a full-time capacity. Sabbatical leave obligates the recipient to follow a program consistent with the purpose and conditions for which the leave was granted. Acceptance by the faculty member of a sabbatical leave entails an obligation to serve the university for one subsequent year or refund to the university the salary benefit earned while on leave. Sabbatical leave cannot be used as a means of augmenting personal income. Faculty members on sabbatical leave from the university may accept a fellowship, personal grant-in-aid or government sponsored exchange lectureship for the period covered by the leave if such acceptance promotes the accomplishment of the purpose of the leave. The fellowship or grant-in-aid in this case is distinguished from a stipend or compensation for service performed.

Dr. Joey Senat is the only faculty member to take a sabbatical in the past six years. During his sabbatical, Dr. Senat completed the seventh edition of *Mass Communication Law in Oklahoma* and had a manuscript accepted for publication by *Communication Law and Policy*.
Dr. Ted Kian is on sabbatical for the 2019-20 academic year.

Leaves of Absence Without Pay ([1.10.3](#)).
Upon recommendation of the President and approval by the Board of Regents, a faculty member may be granted a leave of absence without pay for such period of time and conditions as stipulated.

A request for leave without pay should be made as early as possible, preferably at least six months in advance, and shall normally not exceed one year in duration

Medical Disability ([1.14.1](#))
When a faculty member cannot continue to carry out essential duties in a satisfactory manner because of medically related disabilities, he/she shall normally apply for long-term salary continuation under the University's disability program. (See OSU Policy and Procedures 3-

0750.) If a medically disabled faculty member is not eligible for long-term disability benefits or refuses or does not act after being requested in writing to apply for long-term salary continuation under the University's disability program, termination for apparent medical reasons may be recommended. In such a case, the procedures in Appendix C will be followed. (See also Section 1.15.)

Sick Leave.
(See the OSU Sick Leave Plan.) Sick leave is defined as absence from assigned duty with pay, such absence resulting from a personal illness or incapacity or for care of an eligible dependent which is expected to continue for less than six calendar months or such absence resulting from the medical requirement and care for a qualifying family member who is ill or incapacitated. Faculty members accrue sick leave with pay while continually employed. The sick leave is 22 days per year with a maximum accrual of 200 working days or 1,600 hours.

Family and Medical Leave Act (FMLA)
(See OSU Family and Medical Leave Act.) In February 2008, OSU adopted adherence to the Family and Medical Leave Act of 1993 (FMLA). To be eligible for FMLA leave, an employee must have been employed by the 38 university for 12 months, which need not be consecutive, and must have worked at least 1,250 hours within the previous 12 months as of the date the leave commences. An eligible employee will be provided up to 12 weeks of family medical leave for a qualified event, which are the following: ¬ The birth and care of a child or placement of a child with the employee for adoption or foster care. Such leave must be taken within 12 months immediately after birth or within 12 months after placement. Leave may begin prior to birth or placement; ¬ Care of a family member (as defined) with a serious health condition. The employee must be needed to care for basic needs, psychological comfort, filling in for others, or making arrangements for the relative; ¬ When an employee's serious health condition (as defined) makes the employee unable to do his or her job due to illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatments.

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

- College of Arts & Sciences Dean's Incentive Grant (DIG) program for research. Under the program faculty in their first three years of service at Oklahoma State University compete for research financing from the college's share of "overhead" money research grants generated.
- College of Arts & Sciences Travel Program provides grants of $1,000 to support research travel. This is a competitive program and financing is not guaranteed.
- College of Arts & Sciences Summer Research Awards. Travel or salary or both financing is available for faculty engaging in research through a competitive application process.
- Summer internships/work experience programs through the Oklahoma Association of Broadcasters (OAB) or through the National Association of Television Program Executives (NATPE) program.

- Foundation workshops and programs for curriculum development and teaching in journalism such as those Scripps-Howard and Reynolds Foundations offered.
- Foundation faculty development programs such as the Edelman Fellowship offered through the Plank Center for Public Relations.
- Limited availability of finances from the School's foundation budget to provide miscellaneous expense for individual faculty research.
- Full or partial financing for attendance at national conventions when scholarly papers are selected via the juried process for presentation. Partial financing is also available for others faculty members attending.
- Poynter Institute workshops.
- Sabbatical leave available to faculty to conduct research, write books or otherwise engage in creative or scholarly work.
- The two endowed chairs in SMSC each has a $10,000 Research and Travel Budget per year.
- Internal Research & Development program provides grants of $4,000 to support research, grants of $1,000 to support professional development and grants of $1,000 to support the application for external financing.

7. List faculty who have taken advantage of those programs during the past six years.

Faculty Name	Year	Program
Clara Mikyeung Bae	2018	SMSC Research and Development Grant
Asya Cooley	November 2018-August 2019	Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment "Global Narratives on the Future of Competition & Conflict: A Media Ecology and Strategic Assessment."
Skye Cooley	January-June 2019	Co-PI, Department of Homeland Security, "Motivations & Perspectives of Northern Triangle Migration to the United States: Narrative Analysis of Central American Media."
	November 2018-August 2019	PI, Department of Homeland Security, Strategic Multi-Layer Assessment "Global Narratives on the Future of Competition & Conflict: A Media Ecology and Strategic Assessment."
	July 2018-June 2019	Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment, "Global Media Monitoring on DPRK and Afghanistan."
	August 2017-May 2018	Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment, "Global Media Messages about Space."
Jami Fullerton	2013-19	Peggy Welch Scholar Grant
	2018-19	Arthur W. Page Center/Page and Johnson Legacy Scholar Grant
	2014-16	Nonresident Research Fellowship at the Center on Public Diplomacy, University of Southern California

Lori McKinnon	2018	SMSC Research and Development Grant
	2018-19	Co-PI, Arthur W. Page Center, Page and Johnson Legacy Scholar Grant
	2012-13	PI, Arthur W. Page Center, Page Legacy Scholar Grant
Hillary Speed	2018	SMSC Research and Development Grant

Part II, Standard 6. Student Services

Access to student records will be available to the site team.

1.   Complete and attach Table 9, "Student Aid."

TABLE 9-STUDENT AID

Provide information for each of the two years preceding the accreditation visit.

Scholarships awarded to undergraduate students in the unit	2017-18	2018-19
Total amount of scholarship dollars from funds institution	$2,250,676	$2,146,211
Number of students receiving scholarships from funds institution controlled	349	330
Median individual scholarship from funds institution controlled	$2,500	$2,500
Total amount of scholarship dollars from funds unit controlled	$131,474	$118,567
Number of students receiving scholarships from funds unit controlled	64	52
Median individual scholarship from funds unit controlled	$1,000	$1,000

Source: OSU Office of Institutional Research and Information Management

Undergraduate assistantship or work-study appointments	2017-18	2018-19
Number of students holding appointments	1	1
Total of funding	$1,430	$1,430

Source: School of Media & Strategic Communications

2.   Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

The School of Media & Strategic Communications Academic Advising Center employees two full-time academic advisers. Both have master's degrees. The advisers are at the Senior Academic Counselor II level with each having 16 years' experience advising at OSU.

Advising is mandatory at OSU. Freshmen complete a summer enrollment process and work with either a SMSC or freshman CAS Student Services adviser. Freshmen are listed as pre-mass communications, PMC, and work with a freshman CAS Student Services adviser until earning 24 credit hours with a 2.75 GPA. Upon declaring their MMJ, SPM or SC degree, they are assigned a SMSC adviser to work with through graduation.

Students meet each semester with their adviser to plan for the next semester. During the first SMSC advising meeting, the adviser goes over a worksheet version of the degree sheet (Appendix 6-1) showing the student how his or her classes count and what he or she has left to complete the degree. This includes listing class sequencing for students, discussing minimum grade requirements and passing scores for the Language Proficiency Exam. The LPE is taken during the MC 2003 class. Students must score at least 75% on the LPE. Students not passing the first time are allowed to take the exam a second time. Students not passing the LPE after a second attempt must change their major. Upon passing the LPE, advisers enter the Media Proficiency Review (MPR) attribute in the OSU Banner system for each student. The MPR allows a student to enroll in subsequent SMSC coursework.

Each meeting, advisers update the student's "degree worksheet" so students can again view what they have completed and what is left to complete. Students are reminded of class sequencing, total hours needed and the best way to reach their graduation goal. During these meetings, study abroad and internship experiences also are discussed and built into the student's plan. Advisers provide students with helpful class resources such as the TLA/BUS/GE explained sheet that helps students understand which classes are considered traditional liberal arts. A TLA/BUS/GE explained sheet is attached. (Appendix 6-2)

Classes that are needed for the next semester are listed on a Trial Study (Appendix 6-3). The adviser and student sign the Trial Study and it is considered a "contract" at OSU. OSU uses Degree Works for financial aid verification, graduation audits and degree confirmations. SMSC uses the degree sheet worksheet to ensure the Degree Works audit is correct. Advisers submit a 90-hour degree graduation check for students that CAS verifies before submission to the OSU Registrar's office for degree confirmation. OSU confers degrees three times a year: spring, summer and fall.

The SMSC degrees are listed on the OSU Registrar's website https://registrar.okstate.edu/content/2019-2020-majors-and-options. All three of the SMSC degrees (MMJ, SPM and SC) are designed to ensure that students meet the 72-hour rule. The 48 hours of SMSC coursework is listed on each degree and students are not able to use SMSC coursework in the general elective area. This rule is also built in to the Degree Works audit system.

The Senior Academic Advisers created a student database system (Appendix 6-4). The SMSC student database is the tool used for deciding SMSC course offerings, enrollment management, monitoring enrollment as well as contacting students. The database contains information for each student in addition to each student's course sequencing through graduation.

Advisers see students by appointment for enrollment and offer walk-in times for quick questions and follow-ups to enrollments on Mondays 11 a.m.-noon and Thursdays 1-2 p.m. The first week of every fall and spring semester is walk-ins only. Advisers email availability to students and a sign is posted outside the advising office. The advisers use an online calendar system and the link to make appointments is https://cas.okstate.edu/advising/major.

Faculty are available to students via email for questions or to set a meeting time. In addition, faculty have office hours posted outside of their office doors.

3.   Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising or other indices of the effectiveness of advising. Discuss the results of these assessments.

Students and the administration evaluate advisers every year. The Provost's Office and University Assessment & Testing (UAT) send an electronic Student Survey of Advising for all OSU undergraduate advisers. The survey provides a great opportunity for the School to learn more about student perceptions of advising, individually and collegewide. Each spring, we receive the results of the SSA, with each SMSC adviser's individual results as well as the College of Arts & Sciences results. The SSA scores for SMSC advisers are consistently above the average score for advisers in the college. For example, students were asked whether their academic adviser helps "plan based on my strengths, goals, interests and academic performance." More than 73 percent of students strongly agreed with that statement; another 19 percent agreed with the statement. The College averages for this question were 58.7 percent strongly agreeing and 28.7 percent agreeing. The results of the SSA are included in the annual performance appraisals for all professional advisers.

In addition to the surveys, the School can assess the quality of advising through a number of indirect measures. The three units within the School have the three highest four-year graduation/retention rates in the College. Our rates are among the best at the University. Outstanding advising is at the heart of our success in this area. College administrators regularly praise SMSC advisers for their advising methods.

4.   Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

SMSC offers the following clubs and organizations that allow students excellent opportunities to develop professional and intellectual abilities and interests: Ad Club, Association for Women in Communications, Association for Women in Sports Media, National Association of Black Journalists, National Broadcast Society, National Student Advertising Competition, Pioneer Media, Public Relations Student Society, Society of Professional Journalists, SMSC Ambassadors and Sports Media Club. SMSC clubs and organizations win awards at the college and national levels. OSU's Association for Women in Sports Media earned the national chapter of the year award for 2013 and 2017.

SMSC students are also involved with student media through the O'Colly Media Group (OMG). OMG offers opportunities the following opportunities for students:
- *The O'Colly*: The campus newspaper publishes every Monday, Wednesday and Friday, with continuous online updates for breaking stories.

- KXZY: This student-managed online radio station provides a platform for more than two dozen podcasts. Student DJs also play a variety of music genres.
- The Daily O: Students produce this weekday newscast at 5 p.m. Content also is shared with the *O'Colly* online. In addition to the daily newscast, students produce three weekly specialty shows.
- O'Colly Creative: O'Colly Creative is the student-driven production agency. The agency specializes in video, photography, graphic design and social media strategy. The OC provides digital solutions for clients, while giving students real-world experience practicing what they have learned in the classroom.
- Mod Muse: A quarterly online fashion magazine produced in conjunction with students from the College of Human Sciences, Department of Design, Housing and Merchandising

Students also create media for OStateTV, an online platform for University Communications. During football season, students work collaboratively with professionals from Tyler Media to produce a three-hour pregame show and a one-hour postgame show that is broadcast statewide.

OSU offers many internship opportunities for students through Orange Power studio, OSU Athletics office, OSU Communications, OSU Marketing and many other offices on campus.

5.   **Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available**.

SMSC students are required to create an online portfolio in MC 2023, Electronic Communication. Students are required to add materials to their portfolio from classes, club/organization involvement, internships and other professional experiences. Students are required to submit their portfolios as a grade for their capstone courses if a MMJ or SPM student and SC students turn portfolios in during their campaigns or NSAC involvement.

By requiring students to create and maintain a professional portfolio, SMSC students are ready and have the tools necessary to apply for professional internships and jobs. Faculty are willing to review and discuss portfolios with students. When able, faculty place students using their contacts. Advisers urge students to prepare for professional internships and help students plan accordingly so that they can use an internship for academic credit toward their degree. Two faculty supervise the SMSC internship program. Professor Ray Murray supervises the MMJ and SPM students, and Professor Gina Noble supervises the SC students. Professor Noble also maintains a private Facebook group for students to search through internship opportunities sent to SMSC. The unit does not track placement statistics for graduates.

In early spring, SMSC hosts a networking event. Employers are invited to campus to meet students and discuss internship and career options.

SMSC students have two levels of career services to use at OSU. Students are not "charged" for using services because fees for career services are collected as part of the tuition and fees process for all students at OSU. The college level or CAS office in Life Sciences East, offers great

assistance for cover letters, resume and portfolio building in addition to general career counseling. The university level OSU Career Services office in the Student Union offers the same services in addition to placement through the HIREOSUGRADS.COM website. The website allows students and employers to search for open positions. OSU also provides numerous career fairs and SMSC hosts a networking event each year. OSU Career Services posts salary and employed by information here http://hireosugrads.com/StudentsAlumni/Salaries.aspx.

6.   Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

OSU collects data for retention and graduation based on cohorts that begin each fall semester with incoming freshmen. The cohort is made of continuously enrolled full-time students. Therefore, any student who takes a semester break or drops below 12 hours is dropped from the cohort and does not reenter at any time. OSU publishes its retention and graduation rates through Cowboy Data Roundup https://irim.okstate.edu/cdr. SMSC reports graduate retention data here: http://media.okstate.edu/about/graduate-retention.

SMSC doesn't track a cohort of students beginning from freshman year, for students do not declare a SMSC degree until their second or sophomore year. However, we track SMSC sophomore, junior and senior students who return or graduate or both from OSU. Each October, CAS provides SMSC with the numbers of sophomore, juniors and seniors who returned, by major, and graduated.

The data below shows SMSC students have higher rates of retention and graduation than the University level.

2017-18 Retention/Graduation rates

Group	2014-15 Freshmen returned	2015-16 Sophomores returned	2016-17 Juniors returned	2017-18 Seniors returned/graduated
OSU	81.2%	72.9%	69.9%	67.5%
MMJ		56.7%	72.2%	95%
SPM		76.1%	87.8%	94.3%
SC		84.4%	88.1%	93%

Source: OSU Cowboy Data Roundup and OSU Office of Institutional Research and Information Management

2016-17 Retention/Graduation rates

Group	2013-14 Freshmen returned	2014-15 Sophomores returned	2015-16 Juniors returned	2016-17 Seniors returned/graduated
OSU	81.4%	73.2%	70.7%	67.9%
MMJ		69.7%	76.3%	88.4%

SPM		71.2%	78.2%	90%
SC		86.5%	89.7%	95.6%

Source: OSU Cowboy Data Roundup and OSU Office of Institutional Research and Information Management

In addition to higher levels of graduation/retention for the University level, SMSC students had the highest four-year graduation rates for CAS. High four-year graduation dates are possible because of the advising model and advising database that ensures proper class availability to accommodate students and prerequisite tracking to ensure students remain on track for their intended graduation date.

CAS 2017-18 four year graduation/retention rates

Major	% Seniors Graduated	% Seniors In Same Major
Multimedia Journalism	**90.0%**	**5.0%**
Sports Media	**88.6%**	**5.7%**
Strategic Communication	**84.9%**	**8.1%**
Economics	78.9%	5.3%
Sociology	77.8%	8.3%
Microbiology	76.3%	22.0%
Physiology	75.0%	8.3%
Political Science	74.5%	13.7%
Com Science & Dis	72.9%	11.9%
Zoology	72.5%	19.6%
Psychology	70.2%	18.3%
Mathematics	69.4%	11.1%
Biological Science	68.1%	17.4%
Biochemistry	66.7%	20.8%
Geospatial Info Science	66.7%	0.0%
Statistics	66.7%	0.0%
Theatre	66.7%	16.7%
College Overall	**65.3%**	**20.6%**
English	64.8%	22.2%
Geography	62.5%	37.5%
History	59.3%	22.2%
Liberal Studies	58.8%	5.9%
Geology	54.3%	14.3%
Music Education	53.8%	26.9%
University Studies	53.6%	21.4%
Music	52.9%	41.2%
Art	50.0%	34.1%
French	50.0%	0.0%
Philosophy	50.0%	37.5%
Russian	50.0%	50.0%
Spanish	50.0%	25.0%

Computer Science	42.1%	40.0%
Physics	36.4%	45.5%
American Studies	28.6%	28.6%
Chemistry	25.0%	58.3%
Undecided	25.0%	16.7%
Global Studies	0.0%	0.0%
Plant Biology	0.0%	0.0%

Source: OSU Office of Institutional Research and Information Management

Part II, Standard 7. Resources, Facilities and Equipment

The Paul Miller Building

Please respond to each of the following instructions:

1. Complete and attach Table 10, "Budget."

Table 10. Budget
    Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Item	2016-17	2017-18	2018-19 (Self-study year)
Administrative salaries	154,873	154,863	158,936
Teaching salaries (full time)	924,228	1,099,611	1,085,562
Teaching salaries (part time/adjunct)	60,000	60,000	75,000
Teaching assistants	73,530	88,236	117,648
Clerical salaries	86,021	87,566	94,476
Equipment	20,930	13,555	28,616
Equipment maintenance	10,768	17,261	9,872
Supplies	8,380	13,217	7,039
Library resources	14	N/A	N/A
Databases, online information services	N/A	757	527
Travel	53,399	51,030	54,770
Research	N/A	6,000	6,000
Other (please list)			
Staff - TV/Radio Engineer	50,004	51,204	35,005
Staff - Academic Advisers	127,956	130,448	136,764
Foundation Account	37,027	30,860	26,937
Professional Membership Fees	3,397	2,732	3,300
TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDG	1,610,527	1.807,340	1,840,452

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The Director, with advice from the faculty, prepares the budget request for the School of Media & Strategic Communications. Faculty feedback comes from, among others, the annual faculty retreat, where faculty members are provided with an annual budget report. At faculty retreats, the progress toward the SMSC strategic plan is reviewed and discussions about faculty, technology and infrastructure needs are held. Furthermore, faculty members express their views on budgetary needs at faculty meetings, during conferences with individuals, committee reports and discussions about classes and equipment needs.

Different budgetary sources are available to the School and the College, which provides the budget, and each of these follows a different path.

The SMSC maintenance budget:

This budget has not changed during the past six years and is fixed at $30,000. This continues to be a problem for the School because rates for various equipment and other commodities have increased considerably during the years and about $20,000 is encumbered at the start of a new fiscal year.

The SMSC Outreach Budget:

Under the guidance of the previous Dean, departments were provided with a return on the outreach courses taught through the School. Those include online courses. As a result, SMSC has doubled its maintenance budget during the past two years. This money provides for faculty travel and obligations to the School's professional organizations and its accrediting agency. However, it also is increasingly used to keep the School running in terms of day-to-day expenditures typically covered in the maintenance budget. Although it helps with the School's budget, sustaining and growing this income is problematic because it is based on faculty overload teaching.

Technology budgets:

Different accounts are available to maintain technology in the School.

➤ *Technology services and budget provided through the College of Arts & Sciences:*
The College upgrades the computer equipment in the student labs in the Paul Miller Building every three years and the software programs every year, if necessary. It also maintains the internet infrastructure in the building. The College houses a technology consultant in the Paul Miller Building. She is available at all times for maintenance and planning. The College also

replaces faculty computers every four years. The School is responsible for buying specialized software for faculty members and provides laptops or computers with special software for visiting assistant professors. The College also maintains the consumable products used in student labs, such as printers, papers, print cartridges and some specialized color printers. During the past six years, SMSC received about $9,660 per year for this purpose.

➢ *SMSC Consumables Technology Fee:*
The School received $56,000 annually from a fee students pay to maintain specialized technology. This money is allocated to SMSC for discretionary spending as long as the item pertains to consumables required to maintain equipment for direct student use. The technology committee, with five faculty members and the School's on-site engineer, controls the purchasing decisions for this budget item. Nonetheless, all purchases must follow the School's strict purchasing protocol.

➢ *College of Arts & Sciences Technology Fee Grants:*
Every fall and spring semester, the College invites departments to apply for big-item technology grants. This is a process SMSC always uses and is the way in which particularly camera and broadcast equipment is bought for the School. The following table provides details of the grants and grant amounts awarded to the School during the past five years. It shows SMSC has received technology fee grants of $272,855. This also is a process faculty members control and the Director supports.

Five-Year SMSC Technology Fee Grants Received

Project	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Relocate KXZY Radio	$7500					
Final Cut Pro Licenses (3 years)	$36,351					
Camcorders & DSL Cameras		$24,000				
Smart Boards		$20,153				
Multimedia/Distance Learning Cart			$17,000			
iMac Computers Replacement Cameras				$21,788 $6,649		

Camera Tripods			$6,660		
Microphones			$2,300		
Replacement Cameras			$18,092		
iMac Computers				$21.074	
Expansion of SMSC Class Server				$3,640	
DSLR Tripods				$2,880	
HD-SDI Monitors & Master Control				$16,122	
Video Vector & Waveform Scope				$4,904	
Microphone Additions to Camera Kits				$3,933	
Light Meters				$561	
Audio Recorders				$2,395	
TV Studio Communication System					$10,303
Abekas Tria Playout Server					$24,800
TV Studio Telephone Integration System					$3,388
Live Video Backpack System					$15,000
TV Studio Lights & Battery System					$3,360

Annual Totals	$43,851	$44,153	$17,000	$55,489	$55,511	$56,851

Faculty salaries and faculty lines:

Faculty salaries and increases are managed as described in Standard 4.6. The College approves the salary range for new appointments before recruitment. For new faculty lines, the Dean instituted a competitive process to ensure equity among departments. In the spring semester, each department is invited to make requests for "new funding," which includes new faculty lines. These requests are distributed among all department heads, who rank the requests according to importance. The Dean and his management team review these rankings and use them as a basis for a final ranking order. Decisions are finalized between the Dean and the Provost.

Bridging funds:

Also in fall semesters, the Dean invites application for bridging funds, i.e. temporary funds to ensure classes are efficiently staffed. During the past six years, SMSC has hired six to ten adjuncts per year. Adjuncts are paid $5,000 per class, per semester.

Infrastructure funding:

During the spring of 2014, the school updated furniture in all faculty and staff offices. Total cost was $93,204 and was financed with a grant from the college. The third floor lab (317) and equipment checkout area also underwent a renovation during the same semester. The cost for the renovation of the lab was $29,000.

SMSC renovated the TV studio in the 2014-15 academic year. The cost of was $402,505. We were able to upgrade technology in the control room, buy a new news set, build a talk show set and add green screen capabilities in the studio. We alsopurchased a new studio cameras for the set. SMSC also upgraded locks on all faculty and staff office doors to provide greater security. The cost for security enhancements was $1,056.

The School invested in research infrastructure in the 2017-18 academic year. We renovated a storage room to create a focus group room. We converted an office into an eye-tracking lab. We also updated our library and a lab on the second floor (202 and 202A). Signage throughout the first and second floor was also updated. The cost of improvements exceeded $35,000.

3. Describe how the allocation of resources is related to the unit's long-range, strategic plan.

The strategic plan, which the faculty approved Sept. 20, 2013, highlights the need for taking SMSC to the next level, namely, to be a cutting-edge program with full multimedia equipment for ALL its students. (See Appendix 1-1)

2013 Strategic Plan Goals:

Goal 1. To Instill our students with cutting edge forward thinking and real world knowledge in the three primary fields of interest.

Objective 1: To improve graduating students' highest evaluation of their coursework and teaching to above national levels as measured in the Annual Survey of Journalism & Mass Communication Graduates.
Tactics:
1. Continue to recruit and retain the best and brightest faculty in our respective disciplines. **Accomplished. Hired six new faculty members.**
2. Provide faculty and staff with the training, support and mentoring they need to conduct research, publish, teach and stay ahead of industry developments. **Accomplished.**
3. Consistently review and revise syllabi and degree programs and make changes as often as needed. **Accomplished.**
4. Continue to pursue a Ph.D. program. **Not a priority.**
5. Continue focus on faculty research output and publication in high-impact journals. **Accomplished.**
6. Increase faculty grant applications. **Accomplished.**
7. Conduct a teaching colloquium each semester. **Accomplished.**
8. Invite observers into the classroom, including the Director. **Added mentor program.**
9. Create a clear flow chart and objectives for each course, leading to a matrix of final learning outcomes. **Continuing discussions.**
10. Director and graduate director meet monthly with TAs. **Not accomplished.**
11. Better orientation for instructors. **Accomplished.**
12. Monthly program meetings between program heads and faculty. **Meetings are scheduled every semester.**
13. Appoint an Assistant Director for Undergraduate Education. **Accomplished.**

Objective 2. To ensure early and efficient adoption of technological and software advancements in the professions and increase students' and professionals' evaluation to above national levels.

Tactics:
1. Create a Technology Committee to annually review technological and software advancements in the professions and make suggestions for adoption. **Accomplished.**
2. Form new alliances and partnerships with external corporations, other schools and colleges within the university to make use of and adopt their developments. **Accomplished.**
3. Create opportunities for sabbaticals spent at professional organizations. **Not accomplished.**
4. Improve attendance of ITLE training, particularly online. **Accomplished.**
5. Improve faculty skills with the use of technology. **Accomplished. Professors attended training.**

Goal 2. Inspire our students to succeed by providing the finest professional and academic educational experience possible.

Objective 1. Involve students to a greater extent in the school and its activities.

Tactics:
1. Create an SMSC Student Council. **Established ambassador group**.
2. Expand Networking Expo to a Career Prep Week that encourages students to attend university resume workshops. **Added resume review.**
3. Improve tracking students' employment. **Ongoing.**
4. Begin an SMSC week that highlights alumni, student and faculty achievements, faculty research and school accomplishments. **Not accomplished.**
5. Encourage freshmen involvement in student organizations. **Accomplished.**
6. Increase the profile of and participation in the Spring Banquet. **Accomplished.**
7. Encourage student participation in internships. **Accomplished.**
8. Involve honors students in faculty research**. Accomplished.**

Objective 2. Involve alumni to a greater extent in the school and its activities.

Tactics.
1. Invite alumni to teach every course in the school during SMSC week. **Not accomplished.**
2. Make an annual "Alum of the Year" award. **Accomplished.**
3. Make an annual "Oklahoma Communicator of the Year" award. **Not accomplished.**
4. Create more opportunities for Advisory Council involvement. **Not accomplished.**
5. Host regular alumni dinners in Tulsa and Oklahoma. **Accomplished.**
6. Host an alumni panel on the future of the communication industry once every semester. **Accomplished.**
7. Create position of Outreach Coordinator to manage social media, website, school events, information, alumni communication, etc. **Accomplished.**
8. Create an "Alumni Hall of Fame" for the school. **Accomplished.**

Goal 3. Illuminate students and constituents about the school's enlightened and innovative educational experience and its contribution to civil society.

Objective 1. Encourage a focus on social justice in the school.

Tactics:
1. Encourage inclusion of social justice topics in course work and curricula. **Not accomplished.**
2. Publish annual "Best Practices" publication on students' involvement in social justice issues. **Not accomplished.**
3. Create study abroad opportunities where students can firsthand experience issues of social disparities and how to communicate about those. **Not accomplished.**
4. Pursue scholarships to encourage a more diverse student population. **Not accomplished.**

Objective 2. Increase communication of faculty scholarship and achievements to colleagues, peers, and alumni.

Tactics:
1.   Distribute a monthly e-newsletter about the school's achievements. **Not accomplished.**
2.   Apply for grant for training of high school journalism teachers. **Accomplished.**
3.   Make better use of SMSC Twitter account. **Accomplished.**
4.   Make use of SMSC and A&S websites to publicize faculty research. **Accomplished.**
5.   Continuously review and update SMSC website. **Accomplished.**
6.   Create two Best Professor Awards: Teaching and Research. **Not accomplished.**
7.   Offer community courses over summer in our areas of expertise. **Not accomplished.**
8.   Offer online Master's programs and Graduate Certificates. **Accomplished.**

Objective 3. To increase fundraising efforts for the school toward a new building.

Tactics:
1.   Create a Fundraising Council for the school. **Not accomplished.**
2.   Identify more possible donors for Foundation contact. **Accomplished.**
3.   Work with the Dean and President on identifying a potential donor for a building. **Not accomplished.**

4. Describe how the resources provided by the institution compare with similar units on your campus.

It is difficult to make a direct budget comparison to other departments in the College. A number of issues determine budget, such as grant funding, whether the department has a doctoral program and the number of general education courses a department teaches, as in the case of English and Mathematics, respectively. Research funding research grants generated is included in the budget figures below and it is evident SMSC's lack of grant funding is hurting the School's budget. Nonetheless, the table also shows the School receives little credit for the number of students it enrolls and serves, particularly the number of Student Credit Hours (SCHs) the School generates through the 45 hours all SMSC students have to take in their respective programs. With the changes in accreditation standards, this number has increased to 53 in fall 2013. From this comparison, it is easy to understand why the School has to scramble every semester to teach the necessary courses because there are not enough permanent faculty members. The following table shows how the SMSC budget compares with other A&S Departments.

Comparative Budget Analysis in OSU College of Art & Sciences

Department	Student Count Fall 18	Tenured/Tenure Track Faculty	Total Operating Budget
Art, Graphic Design & Art History	260	18	$1,556.135
Chemistry	159	22	$3,119,199
Communication Science & Disorders	248	8	$724,843
Computer Science	244	18	$1,576,383
Economics	29		
English	189	32	$5,043.102
Foreign Language & Literature	16	12	$1,318,941
Geography	48	13	$1,533,548
Geology	49	16	$1,525,164
History	89	14	$2,066.236
Integrative Biology	901	24	$
Mathematics	99	36	$4,168,425
Media & Strategic Communications	**435**	**18**	**$1,609, 185**
Microbiology & Molecular Genetics	244	14	$1,834.695
Music	200	34	$2,034, 875
Philosophy	36	11	$970,700
Plant Biology, Ecology & Evolution	15	7	

Political Science	219	13	$1,834,663
Psychology	556	25	$2,736,742
Sociology	195	21	$1,518,161
Statistics	23	9	$1,059,515
Theatre	56	9	$901,559

5. **Describe the unit's classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The School of Media & Strategic Communications is in the Paul Miller Journalism and Broadcasting Building. The building consists of 33,780 square feet of classroom, laboratory and office space. The building houses four general classrooms, a 104-seat auditorium, three conference rooms, four computer laboratories, 14 faculty offices, one graduate teaching assistant office, an administrative complex, the campus cable radio station, four digital audio-editing workstations, a small television studio and control room, two video editing suites containing 12 digital video-editing workstations, a newsroom with six computers capable of digital video editing and a student computer work area/reading room containing six Macs, all with internet access.

The following table provides details of how the different labs are outfitted in terms of hardware and software.

Lab	Number of Student Computers	Instructor Station	Computers Installed	Date of Install	Software Installed
JB 202a	20	1	iMac 20-inch 3.1 GHz Quad-core Intel Core i5, 16GB 1867MHz LPDDR3 SDRAM – 2x8GB, 3TB Fusion Drive	Spring 2017	Final Cut Pro, Adobe Creative Suite
JB 201	20	1	iMac 20-inch 3.1 GHz Quad-core Intel Core i5, 16GB 1867MHz LPDDR3 SDRAM – 2x8GB, 3TB Fusion Drive	Spring 2017	Final Cut Pro, Adobe Creative Suite

JB 207	20	1	iMac 20-inch 3.1 GHz Quad-core Intel Core i5, 16GB 1867MHz LPDDR3 SDRAM – 2x8GB, 3TB Fusion Drive	Spring 2017	Final Cut Pro, Adobe Creative Suite
JB 205	8	1	iMac 27-inch 4.0 GHz Quad-core Intel Core i7, 16GB 1867MHz LPDDR3 SDRAM – 2x8GB, 3TB Fusion Drive	Spring 2017	Final Cut Pro, Adobe Creative Suite
JB 317	12	0	iMac 27-inch 4.0 GHz Quad-core Intel Core i7, 16GB 1867MHz LPDDR3 SDRAM – 2x8GB, 3TB Fusion Drive	Spring 2017	Final Cut Pro, Adobe Creative Suite
JB 105	20	0	MacBook Pro, 2.5GHZ duel-core Intel Core i5, Turbo Boost up to 3.1GHZ, 4GB 1600 MHZ memory, 500GB HD, Intel HD Graphics 4000	Spring 2013	Final Cut Pro Adobe Creative Suite 6 Design Premium & Web MS Office 2011

The four general classrooms and the 104-seat auditorium are designated as University classrooms, consistent with the general University policy that part of each building assigned to a particular unit must be designated as general University classroom space. SMSC is given priority in the use of the classrooms and auditorium. Additionally, there are three conference rooms that may be used for faculty meetings or class activities. Student organizations may also use the conference rooms for meetings or special events.

The School exclusively uses the four computer laboratories on the second floor, though the School allows other campus entities to use the labs for training or workshops when requested. All lab computers are networked, and students can access Microsoft Office, the internet, OSU Libraries and email services. Each of the labs has a printer, and two labs have flatbed scanners.

As the School's need for multimedia training has increased, the labs are fully used, not only for graphic design and desktop publishing as in the past, but also for full multimedia training. As a result, the labs have never been used to the extent they are now. In addition to Microsoft office, three of the labs on the second floor and the laptop carts are equipped with Adobe Creative Suite, Final Cut Pro, Acrobat Pro and Soundslides. The fourth computer lab on the second floor is smaller and primarily used for video editing. This lab contains nine Macintosh G-5 computers, each with two internal hard drives capable of storing processed video. Each workstation is equipped for HD editing with Final Cut Pro. Three of the labs have multimedia presentation stations with computerized overhead projection systems, and the video-editing lab makes use of flat-panel, wall-mounted televisions to display work to the class.

The third floor has five Pro Tools digital audio-editing workstations, two video editing suites containing 12 digital video-editing workstations and a newsroom containing six computers capable of digital video editing. Another computer is used for video playback during student productions.

The School's TV studio is also on the third floor and contains a news set, interview set and green screen. It has three HD capable studio cameras. The three studio cameras have teleprompters. There is a fourth HD studio camera for the newsroom. In the control room, the video switcher was replaced in 2014 (as part of a complete upgrade of studio equipment) with a new Ross Carbonite switcher that supports HD broadcasts. Technology fees and grants from the college and president's office funded this upgrade. The School has 35 HD video field cameras. All field cameras record to SD cards. In addition, for advanced students seeking to build their portfolio material, there are four high-end HD field cameras that record to XD cards provided in the camera bags. Students have access to 24 DSLR cameras. For audio-field recording, students have access to five digital SD card audio player/recorders. In 2014, a $605,000 proposal to equip the television studio with all new HD equipment was accepted and implemented. The switcher, remote video equipment and Inception News Software were bought and installed in 2014. The unit's technology committee secured financing through grant proposals to upgrade monitors in the studio to HD capability in 2017. In 2018, the technology committee was able to secure grant funding to obtain three live video remote backpack units that allow students to be able to report live from the field and transmit back to the studio. In that same year, the technology committee secured grant funds to install units in the studio and audio booths that allow phone calls to be patched in to live or taped broadcasts. In 2019, the technology committee secured grant funds to replace a failing video playback system in the television studio. A Tria News system was bought and installed in Spring 2019.

In 2017, the unit's full-time engineer, in conjunction with full-time faculty, identified a need to have a television channel to showcase student work. The unit secured a local channel from the university that Suddenlink distributed to Stillwater residents. It began broadcasting programming that year. Additionally, the school works with cable companies in Tulsa and Oklahoma City to broadcast live pre- and postgame shows for all OSU football games. The studio upgrade allowed this to happen.

The School also has two laptop carts that have 20 MacBook Pro laptops each and a printer. These carts can be moved to any classroom or lab to create a computer lab. The laptops are equipped with MS Office 11, Final Cut Pro, Adobe Creative Suite 6, and Design Premium and Web software.

Each faculty member has a private office with networked computers. Graduate teaching assistants share one office with networked computers.

The administrative complex on the second floor contains offices for staff, three faculty members and the Director. There is also a small workroom with photocopy equipment and mailboxes. Off the public area are several staff offices, a fax machine, a supply closet, administrative files and a small conference room, which was upgraded in 2017 to also serve as a focus group room with one-way glass for recording. The student advising center, consisting of a reception area with two

computers for student use and two offices, is also on the second floor. A small adjacent room is the office for the Arts & Sciences computer support staff member.

The unit maintains a small student reading room with six computers and a small collection of state newspapers, media-related journals and publications.

The O'Colly, an independent entity, occupies 4,743 square feet on the first floor of the building, and radio station KOSU, which is part of University Relations, occupies 3,705 square feet on the third floor.

The Paul Miller Journalism and Broadcasting Building consists of a front added to the original chemistry building used since 1918. Financing for the restoration and addition to the building was provided through a joint project of the Paul Miller family, the Gannett Foundation and the Oklahoma Press Association. The building was opened in 1978. The School uses every possible space, and the College has done a tremendous job in providing assistance with the unit's technology needs. However, a move to a new building that can better cope with new technology has become an urgent need.

6. Describe the unit's most urgent needs for space or equipment, if any, and the plan to address these needs.

The School made great progress in the past six years in addressing the most urgent of its needs. The major television studio upgrade brought its equipment and labs in line with the professional world. The addition of live broadcast backpacks has given students something that was identified as a major need by faculty. It has also, in the past six years, upgraded and maintained computer equipment to keep up with industry standards. It has also added high-end production equipment to allow students a chance to compete with quality portfolio material.

Finally, though a new building is the biggest need for the School, at this time it is most important to keep up with technology developments in the field. As shown above, the School has been able to do this admirably.

Part II, Standard 8. Professional and Public Service

1. **Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concert; and similar activities.**

The School of Media & Strategic Communications is actively involved in a number of activities designed to foster a greater understanding of the mass communications industries and their importance to the culture.

The unit formed a media conglomeration to unify the branches of student media. The O'Colly Media Group is the new company for all student media, including: the printed and online versions of the *O'Colly* newspaper; an in-house advertising agency; the in-house radio station, KXZY; a podcast agency, the O'Cast; and a daily 5 p.m. news show and sports pregame show. The media group trains students in real journalism and production so they are prepared for jobs after graduation.

Two of the more visible activities are annual projects: High School Journalism Day and the Oklahoma Collegiate Media Association annual conference. The annual Paul Miller Lecture Series, which brings nationally known journalists to the Stillwater campus each spring, is the third. The School also holds the SMSC Research Symposium in conjunction with faculty meetings as an opportunity for faculty and graduate students to present their research to the university community.

Oklahoma Collegiate Media Association Conferences

Dr. Harry Heath, then the School's Director, started The Oklahoma Collegiate Media Association in 1975. Promoting and improving student publications in Oklahoma colleges is the organization's purpose. Membership in the association is open to any educational institution, public or private, in Oklahoma offering two or more years of work accepted for a college degree. There are 21 active members in the association. The School of Media & Strategic Communications hosts an annual spring conference for members on the campus of Oklahoma State University. The conference includes a program composed of mass media speakers and competition awards for newspapers, yearbooks and individual writing and photography entries. The association conducts judging competition each year in overall newspaper, overall yearbook and individual writing and photography areas. Certificates are presented to the winners at the annual spring conference at OSU. Awards presented are: news writing, editorial writing, feature writing, sports writing, display advertising, cartoons, reviews, columns, investigative reporting, yearbook writing, and news, feature, sports and yearbook photography. In spring 2013, 125 students and faculty from Oklahoma colleges and universities attended. During the past five years, attendance averaged 15 schools and more than 85 students/faculty members per year at the annual conference.

High School Journalism Day

The High School Journalism Day program has been an annual fall outreach event the School of Media & Strategic Communications has conducted for several decades. Helping educate and encourage high school students in their efforts to produce quality student publications is the purpose's program. Emailing teachers, including journalism and yearbook faculty, throughout Oklahoma, promotes the fall event. In addition to attending a program of speakers, students and advisers are invited to tour *The Daily O'Collegian'*s editorial and advertising areas and the radio and television studios and labs.

During the past five years, attendance averaged 15 high schools and 150 students per year at the High School Journalism Day outreach program. During this period, the program included a variety of professional speakers, primarily from the state's major newspapers such as the *Tulsa World* and Oklahoma City's *The Oklahoman*, as well as other regional and community news outlets. In addition, the program involved faculty from the School of Media & Strategic Communications and award-winning high school yearbook advisers. Program topics included First Amendment rights, computer-assisted reporting, photojournalism, interviewing skills and a variety of special topics for yearbook students and advisers.

The Paul Miller Lecture Series

The Paul Miller Journalism Lecture Series is financed through an endowment at Oklahoma State University the family of the late Paul Miller created. The endowment covers expenses related to bringing a nationally known journalist to campus to participate in journalism courses and present a public lecture. The most recent lecturers brought to campus were:

Brett McMurphy, college football insider at Stadium; Vivian Schiller, longtime media executive and CEO of Civil Foundation; Ben Montgomery, *Tampa Bay Times* enterprise reporter and Pulitzer Prize finalist; Frank LeMonte, executive director of the Student Press Law Center; Adam Tanner, a book author and former Reuters correspondent; Kelly Dyer Fry, the publisher of *The Oklahoman* and former general manager of that paper's digital initiatives.

SMSC Research Symposium

The research symposium provides an opportunity for faculty and graduate students to present their research to the university community. They generally present research they will present at coming conference or have published in a scholarly journal. They also discuss their coming books. After the presentation, faculty and students ask questions about the research, which helps give students insight about the research process and provides faculty with feedback to help improve their papers or articles. It also fosters interaction between students and faculty.

2. **In a digital file, list examples of professional and public activity undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty members. The unit has the option of providing a complete list in a separate file. Do not include service to the unit or institution; this information should be presented in Standard 1.**

Max Andrews
- ♦ Service on Professional Organizations:
- o Nonprofit organizations in Stillwater, Oklahoma

Clara Mikyeung Bae
- ♦ Academic reviewer for:
- o 2016-present Computers in Human Behavior
- o 2016-present *Journal of Promotion Management*
- o 2017-present *Journal of Product Management*
- o 2017-present *Current Psychology*
- o 2018-present *International Journal of Advertising*
- ♦ Professional memberships:
- o 2013-present American Academy of Advertising
- o 2015-present Association for Education in Journalism and Mass Communication
- o 2013-present National Communication Association
- o 2013-present Midwest Political Science Association

Asya Cooley
- ♦ Service on Professional Committees:
- o Moderator for two panels at Southeastern Conference for Public Administration (SECoPA) Annual Conference, Birmingham, Alabama.

Sky Cooley
- ♦ Service on Professional Committees:
- o January 2018 Selection Committee Member for Siberia by Southwest Fulbright-Hays Scholarship Awards.
- o 2015-Present. Editorial Board. Romanian Journal of Marketing
- ♦ Stephen Balfour at Texas A&M University Guest lecturer:
- o July 2017. Open Source Intelligence: Baton Rouge Bench Bar Conference. Destin, Florida
- o Stephen Balfour at Texas A&M University
- o David Zion at New York University;
- o Nov. 16, 2016. Speaking on M3S system and research in open source intelligence
- ♦ Academic reviewer for:
- o 2015-present International Journal of Press/Politics. Sage Publications
- ♦ Professional memberships:
- o 2013-present Public Relations Society of America

Craig Freeman
- ♦ Service on Professional Organizations
- o 2018-Present Gallup-Tulsa CitiVoice Index
- o 2018-Present OSU Tulsa Program Representatives
- o 2019 OSU Division of Institutional Diversity Community Advisory Board

Jami Fullerton
- ♦ Service on Professional Committees:
  - o 2013-16 Tulsa Global Alliance Executive Board
  - o 2013-16 Association of Women in Communication American Academy of Advertising Executive board/Secretary of the academy 2014
  - o 2013-14 Phi Beta Kappa Honor Society Phi Beta Delta Honor Society for International Scholars Global Insights Advisory Council for Brand USA

Jack Hodgson
- ♦ Service on Professional Committees:
  - o Board of Directors of Town & Gown Community Theater Vice President
  - o Board of Directors of Town & Gown Community Theater President
  - o Crew Member in several productions

Stan Ketterer
- ♦ Service on Professional Committees:
  - o Panel discussion Barriers Media Conference at the University of Central Oklahoma
  - o Panel discussion Midwinter Conference of the Association for Education in Journalism and Mass Communication
  - o Moderator AEJMC convention
  - o Microsoft Excel training at a regional Better Watchdog Workshop of Investigative Reports and Editors

Edward Kian
- ♦ Service on Professional Committees:
  - o 2013-16 Faculty co-adviser for Stillwater High School Sports Media Team and Rosco
- ♦ Academic reviewer for:
  - o 2013-present Communication & Sport
  - o 2013-present Identities: Global Studies in Culture and Power
  - o 2013-present Journal of Brand Management
  - o 2013-present Journal of Sport & Social Issues
  - o 2013-present Journal of Leisure Studies

Lori Melton McKinnon
- ♦ Service on Professional Committees:
  - o 2013-present Page Legacy Scholar Editorial Board Member
  - o 2013-present *Journalism & Mass Communication* Educator
- ♦ Academic reviewer for:
  - o 2013-present J of Advertising Information,
  - o 2013-present *International Journal of Sports Communication*
  - o AEJMC Ad Division paper reviewer
- ♦ Professional memberships:
  - o 2013-present Public Relations Society of America

Nicole Morgan
- ♦ Service on Professional Organizations:
  - o Rex Public Relations Board Member
  - o Tulsa Ballet Board Member
  - o Collegiate Hall Advisory Board Member
  - o The Forge Chair
  - o Entrepreneurship and Small Business Taskforce at the Tulsa Regional Chamber

Ray Murray
- ♦ Professional service:
  - o 2013-present Teach a workshop with high school students at the University of Missouri School of Journalism
  - o 2013-present Faculty adviser for Stillwater High School Sports Media Team

Gina J. Noble
- ♦ Service on Professional Committees:
  - o 2015-18 Stillwater Medical Center Board of Trustees
  - o 2013-18 Stillwater Economic Development Authority Trustee
  - o 2017-19 OSU Implicit Bias Professional Workshop Trainer

Juliana Nykolaiszyn
- ♦ Service on Professional Committees:
  - o 2015-present Editor H-OralHist
  - o 2015-present Oral History in a Digital Age Advisory Board
  - o 2015-present Oral History Association Annual Meeting Program Committee
  - o 2015 Oral History Association Martha Ross Teaching Award Committee Chair

Joey Senat
- ♦ Service on Professional Committees:
  - o 2013-present Member of the Society of Professional Journalists National FOI Committee
  - o 2013-18 Member each year of the planning committee for FOI Oklahoma's annual First Amendment Congress for high school students
  - o 2013-18 Member of the FOI Oklahoma board of directors
  - o 2015 open government and First Amendment issues at the Native Media Summit
  - o 2013 FOI Summit of the National Freedom of Information Coalition
- ♦ Quoted in the media 305 times, including:
  - o The Associated Press
  - o Reuters
  - o CNN Tonight
  - o The Huffington Post
  - o *The Los Angeles Times*
- ♦ Service as Professional Organizations:
  - o Reporters Committee for Freedom of the Press
  - o Committee for Foundation for Individual Rights in Education

- *The Seattle Times, The San Diego Union-Tribune, The Palm Beach Post, Dallas Morning News, The Austin (Texas) Statesman, Milwaukee (Wisconsin) Journal-Sentinel, Las Vegas Sun, San Francisco Chronicle, The Charlotte Observer* and South Korea's tvN.
- Responded to 1,172 initial contacts from reporters, attorneys, government officials and the general public asking questions regarding, and often seeking help resolving, open government and media law issues among those seeking help from outside of Oklahoma and who were not seeking quotes for a story included the BBC, *The New York Times, The Washington Post*, ESPN, National Freedom of Information Coalition, The Center for Media & Democracy, Bloomberg Law, Eugene Volokh of the UCLA School of Law, *The Boston Globe, The Oregonian, The Atlantic*, Office of the Federal Public Defender, Bloomberg Businessweek, Education Week, *The Atlanta Journal-Constitution* and the Virginia Coalition for Open Government.
- Wrote two invited articles for SPJ's *Quill* magazine.

Danny Shipka
- ♦ Academic reviewer for:
- 2013 Association for Education for Journalism and Mass Communications
- 2013 *International Journal for Sports Communication*
- 2013 Southwest Education Council for Journalism and Mass Communication
- 2014 Ben Kooyman book: Directorial Self-Fashioning in American Horror Cinema in the New Millennium
- ♦ Service as journal editor:
- 2013 *Journal of Entertainment Studies* In tandem with AEJMC Entertainment Studies Interest Group
- ♦ Service to professional organizations:
- 2013 Treasurer Southwest Education Council for Journalism and Mass Communication
- 2013 PF&R Chair for the AEJMC Entertainment Studies Interest Group

3. **Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.**

SMSC regularly contacts alumni, professionals and professional organizations to keep curriculum current and to promote exchange of ideas. The following lists are not exhaustive but provide a sample of alumni and other professionals who have made classroom appearances, evaluated student portfolios and served as guest speakers during Paul Miller Lecture Series, Communications Networking Events, Journalism Days and Alumni Outreach Week. We do not have an advisory board.

Classroom Appearances

- Bernie Dornblaser, LIFE Senior Services
- Bonnie Cain-Wood, Edmon Low Library Communication Services
- Brian Petrotta, College of Arts & Sciences, Oklahoma State University

- Brian Smith, director of events, Banc of California Stadium
- Carolyn Walstad, director, Stillwater Area Sports Association
- Chase Shannon, Sports Anchor, WOAI, San Antonio, Texas
- Colleen Kennedy, Press Secretary at U.S. House of Representatives
- Conner Rohwer, media Supervisor, Starcom – Chicago
- Dale Brendel, Publisher, *Stillwater News Press*
- Dan Hofstadter. Creative Director at Edleman, LA
- Dan Mahoney, VP of Corporate Communications, OKC Thunder NBA
- David Harrison, General Manager Stillwater Radio
- Dayle Wilson, board president, Payne/Logan Counties Court Appointed Special Advocates (CASA)
- Erin Petrotta, Director of Marketing and Student Communication, Oklahoma State University
- Garrett Young, production manager, ballpark entertainment, Houston Astros
- Gavin Lang, director of communications, OSU Athletics
- Gay Washington, executive director, WONDERtorium Science Museum
- Heather Gellar, Sports Anchor, KOKI, Tulsa
- Jan Hale, American Red Cross
- Jasmine Sievert, TV/video specialist, City of Stillwater
- Jason Collington, deputy managing editor, *Tulsa World*
- Jayme Ferrell, Senior Director of Development, Oklahoma State University Foundation
- Jennifer Seaton, AE at Staplegun in OKC
- Jessica Dyer, Sr. Specialist, St. Jude Children's Research Hospital
- Jill Hunt, Advertising Manager, *Stillwater News Press*
- Jillian Schillachi, Well Said Jillian
- Jordan Leatherman, senior account executive, Multicultural Development, NASCAR
- Kalie Fry, McMahon Marketing
- Kelli Grashel, assistant director of Athletic Communications, Wisconsin Badgers
- Kelly Dyer Fry, Editor, *The Oklahoman*; Vice President of News, OPUBCO
- Kevin Klintworth, senior associate athletic director/communications, OSU Athletics
- Kim Koch, Koch Communications
- Kristin Van Nort, St. Jude Children's Research Hospital
- Larry Reece, "Voice of the Cowboys"
- Latasha Tasci, Coordinator, Scholar Development & Undergraduate Research, OSU
- Laura Aufleger, OnCue Marketing
- Linda Cohn, Anchor, ESPN SportsCenter
- Lynn Povich, Award-Winning Journalist
- Madison Bryan Dragoo, Digital Strategy + Content Strategy + Issue-Based Marketing, Saxum PR
- Megan Horton, OSU Communications, director, OSU digital and social media
- Meghann Ray, Public Radio Tulsa
- Meredith Blecha-Wells, Oklahoma State University Community Music School
- Michelle Charles, *Stillwater News Press*
- Nathan Elliott, Director of Content, KWTV, Oklahoma City
- Neil Foote, Owner of Foote Communications

- Nicole Baumann, account associate, Resolute PR, Tulsa, Oklahoma
- Nicole Morgan, CEO, Resolute PR
- Pat Bryson, Bryson Broadcasting International
- Payton Reed, Copywriter, Jackson Marketing, Motorsports & Events
- Randy Ellis, Investigative Reporter at *The Oklahoman*
- Rhonda Hooper, Jordan Advertising
- Scott Berry, MarketCrest
- Sherrie Fletcher, communications director, City of Stillwater
- Taylor Miller, communications coordinator for USA Wrestling
- Tristi Charpentier, VP Strategic Initiatives at Huey and Angelina Wilson Foundation
- Valarie Pritchard, associate director, digital strategy, Ketchum, New York
- Vance Harrison, President Oklahoma Association of Broadcasters, Lobbyist for Oklahoma Radio and Television Operators
- Vivian Schiller, Executive Editor in Residence, Weber Shandwick
- Wes Young, Global Comms Planning at Weiden + Kennedy, Amsterdam
- Lucinda Rojas Ross, Life Church
- Dr. Ray Owens, Metropolitan Baptist Church
- Matt Morgan, Brookside Collective, First United Methodist
- Geoffrey Standing Bear, Chief, Osage Nation
- Monroe Nichols, Oklahoma House of Representatives
- Trebor Worthen, Marathon Consulting
- G.T. Bynum, Mayor, City of Tulsa
- Paula Marshall, Bama Companies
- Vanessa Sanders, Cox Communications
- Tony Russell, KJRH
- Dylan Goforth, The Frontier
- Jason Collington, *Tulsa World*

Guest Speakers for Paul Miller Lecture Series

- Adam Tanner, Institute for Quantitative Social Science at Harvard University (2015)
- Frank LoMonte, Esq., Executive Director for Student Press Law Center (2016)
- Ben Montgomery, Enterprise Reporter for Tampa Bay Times (2017)
- Vivian Schiller, Executive Editor in Residence for Weber Shandwick (2018)
- Brett McMurphy, Investigative Journalist (2019)

Guest Speakers During Communications Networking Events

- Angela Martin, Career Coach
- Jordan Woodruff, Triple Play Sports for TEAM Radio
- Justin Juozapavicius, Correspondent for The Associated Press
- Katie Parker, Marketing Coordinator for Slant Partners
- Lale Samera, Account Coordinator for Acrobat Ant
- Larry Reece, OSU Senior Athletic Director of Development

- Lindsay Fitz, Sr Director, Partnership Marketing & Innovation for A&E Networks
- Ryan Sharp, Assistant Sports Editor for *The Oklahoman*
- Samantha Vicent, Staff Writer for the *Tulsa World*
- Sean McGuire, Media Relations Coordinator for OSU Athletics
- Wesley Young, Media Planner for Widen & Kennedy

Guest Speakers During Journalism Days

<u>2015 Journalism Day:</u>
- Darla Tresner, Publications Adviser for Bartlesville High School
- Dee Harris, Adviser for *Spartan Post News* at Bixby High School
- Jaclyn Cosgrove, Reporter for *The Oklahoman*
- Jason Collington, Web Editor for the *Tulsa World*
- Josh Higgs, Designer for the *Tulsa World*
- Kelly Hines, Sports Reporter for the *Tulsa World*
- Linsey Warthen, Yearbook Adviser for Edmond Santa Fe High School

<u>2016 Journalism Day:</u>
- Darla Tresner, Publications Adviser for Bartlesville High School
- Dave Hunziker, Voice of the Cowboys on OSU Cowboy Radio
- Lisa Snider, Publications Adviser for Duncan High School
- Mike Morton, Adviser for *Ruff Draft* at Edmond Santa Fe High School
- Patty Santos, Reporter at KOCO TV
- Ryan McNeill, Journalist for Reuters Global Data Team
- Samantha Vicent, Reporter for the *Tulsa World*

<u>2017 Journalism Day:</u>
- Darla Tresner, Publications Adviser for Bartlesville High School
- Katie Dupre, Adviser for *Ruff Draft* at Edmond Santa Fe High School
- Mike Sowell, Former Sports Editor and Associate Professor for SMSC

<u>2018 Journalism Day:</u>
- Adam Kemp, Varsity Sports Writer for *The Oklahoman*
- Darla Tresner, Publications Adviser for Bartlesville High School

Alumni Outreach Week
- Adam Kemp, *The Oklahoman*
- Anna Geary, Calm Waters Center for Children and Families
- Brian Smith, BOK Special Events Manager
- Cary Aspinwall, *Tulsa World*
- Jacob Longan, Assistant Director of Communications, OSU Foundation
- Kyle Fredrickson, *The Oklahoman*
- Linda DiJohn, DiJohn Communications
- Linh Sasser, Communications Consultant, Dialogue Branding
- Matt Fletcher, OSU University Concierge

- Matt League, Innocean
- Riley Longacre, BOK Center
- Wes Young, Media Supervisor, Wiedn&Kennedy

Portfolio Evaluations

At the end of every semester, a group of alumni and professionals are asked to evaluate professional portfolios of graduating seniors. Portfolios include students' resumes, a personal code of ethics and examples of class projects, assignments, work samples created for campus organizations, freelance or extracurricular work and internship work samples. These individuals served as portfolio evaluators for the past two years:

Multimedia Journalism:
- Jaclyn Cosgrove, Reporter, *Los Angeles Times*
- Julie Johnston, Freelance Communicator
- Kyle Frederickson, Reporter, *Denver Post*
- Nathan Poppe, Entertainment Writer and LOOK at OKC Editor, *The Oklahoman*
- Ryan McNeill, Data Journalist, Reuters, London, England
- Trevor Tankersley, Evening Anchor, NewsWest 9 (NBC Affiliate - Raycom Media)
- Tyler Thomason, Anchor/Reporter, KARK/KLRT

Sports Media:
- Carson Cunningham, Sports Reporter, KOCO, Oklahoma City
- Chase Shannon, Sports Director, KAKE-TV, Wichita, Kansas
- James Poling, Sports Reporter / Beat Writer, *The Oklahoman*
- Kelly Hines, Sports Writer, *Tulsa World*

Strategic Communication:
- Brian Smith, Director of Events, Banc of California Stadium
- Brooke Feachen, PR Director, Archer Malmo, Austin, Texas
- Conner Rohwer, Media Supervisor, Starcom, Chicago
- Nicole Morgan, Owner, Resolute PR, Tulsa, Oklahoma
- Raya Greenbaum, Network Digital Resource Specialist, San Diego Best Friends Animal Humane Society, San Diego
- Valerie Pritchard, Associate Director, Digital Strategy, Ketchum, New York
- Wes Young, Communications Planning Director, Wieden+Kennedy – Amsterdam, The Netherlands

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The School has reached out to alumni in different ways. We are mailing monthly birthday cards, thank-you cards and holiday cards to all alumni who contribute to the School. (Appendix 8-1).

Alumni are also invited to attend annual Paul Miller Lectures, Communications Networking Events, Journalism Days, and Alumni Outreach Weeks. In addition, we hosted recently several alumni events: appreciation reception for alumni at the Tulsa Press Club on Sept. 25, 2015, and game day tailgates in 2018, 2017 and 2016. A tent is erected on the lawn next to the Paul Miller Journalism Building, and refreshments are provided for the two hours before the game. Moreover, Director Freeman actively engages in alumni outreach activities, such as an invited trip to the OKC Dodgers game June 24, 2016.

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

A complete discussion of the School's scholastic journalism programs is provided above (see No. 1), as are discussions of the Paul Miller lecture series and the Social Science Seminar Series. These programs are open to the public.

Although mentioned before, in addition to the School's High School Journalism Day, the SMSC Student Ambassadors visit schools to talk about journalism and media education and create awareness of the importance of journalism practice in society.

The unit has hosted a four-day Sports Media Summer Camp since 2007 and attracts up to 24 high school students from around the country.

Part II, Standard 9. Assessment of Learning Outcomes

Please respond to each of the following instructions:

1.   Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

See SMSC Assessment Policy & Plan, Appendix 9-1.

2.   Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

See pages 3-5 of the SMSC Assessment Policy and Plan for the eight Learning Outcomes and how they are assessed – (Appendix 9-1)

3.   Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.

SMSC uses direct and indirect assessment measures.

Direct Assessment:
1. Undergraduate Performance Portfolios
To comply with the assessment requirements of Oklahoma State University and the Accrediting Council on Education in Journalism and Mass Communication, the School of Media & Strategic Communications requires all undergraduate majors to develop a digital portfolio in Electronic Communication, a required core-curriculum class, and maintain their digital portfolios until graduation.

Portfolios are required to exhibit specific and appropriate assignments or projects from SMSC classes, internships or other work-related student opportunities or both. Senior portfolios are reviewed in the capstone course for each degree program. Thus, portfolio development is discussed throughout the curriculum.

It is important to understand that the portfolios specified in the school's assessment plan are not in any way intended to assess the accomplishments of any individual student. Instead, they are intended to accomplish a dual purpose: (1) To provide evidence of satisfaction of program outcomes from a broad perspective; and (2) to provide a basis for broad feedback on the overall program and to indicate areas in which adjustments should be made.

Senior Digital Portfolio links are collected during each capstone course for each degree program, and links are forwarded to the SMSC associate director/assessment coordinator.

The associate director/assessment coordinator randomly selects five portfolio links from each program and sends the links to each program's professional external reviewers. This is done annually. Portfolios are grouped together per degree program, which allows for comparison of learning outcomes across degrees.

External reviewers are SMSC alumni who have excelled in their fields and have worked in the profession for several years. Each reviewer completes an assessment via online survey for one of the three SMSC program's student portfolios. Assessment results are forwarded to the SMSC Faculty Assessment Committee, and the committee, which is composed of program heads, studies the results and makes written recommendations for the faculty. Faculty Assessment Committee recommendations are emailed to faculty, recorded in the annual OSU Assessment Report and discussed at the first faculty meeting of each school year. Each program's faculty meets to discuss how to implement the recommendations in the classroom.

Before 2014, 20-25% of SMSC's portfolios were selected for assessment, depending on the number of portfolios in a graduating class. In 2016, SMSC began selecting fewer portfolios (10-15%) but made the review more comprehensive by including qualitative and quantitative questions. Portfolios are assessed through the use of a survey that quantifies the extent to which each of the eight Learning Outcomes was satisfied, using specific criteria for evaluation. Reviewers were provided with guidance on what to look for as well as how to assess the digital artifacts.

Feedback from this assessment process is used to create new courses that specifically address shortcomings in terms of learning outcomes, to provide assistance on creating appropriate portfolio artifacts, to improve classroom instruction and to improve the assessment process.

2. Pre- & Post-Curriculum Exams

In 2017, SMSC added an assessment measure to help faculty members and the administration better understand core-curriculum comprehension. SMSC began requiring all students who were declared majors to take a pre-assessment curriculum exam when they take Media Style & Structure, an entry-level core-curriculum course. The pre-exam consists of 50 questions, 10 from each of the five core courses, Media Style & Structure; Media In A Diverse Society; Electronic Communication; Media Law; and Media Ethics. The pre-exam is administered online during class. Instructors who have multiple years of teaching one of our core courses selected the questions and the program heads approved them.

SMSC requires all graduating seniors to complete a post-curriculum exam during their capstone course. The pre-exam and post-exam contain the same questions.

Pre- and post-exam results are reported to the Faculty Assessment Committee, which makes recommendations to all faculty via email and during a faculty meeting and are included in the OSU Assessment Report, which is sent to University Regents.

Indirect Assessment

3. Graduating Seniors Survey:
SMSC conducted 15 senior exit interviews each spring (five students from each of the three programs) from 2010-18. Students volunteered to be interviewed. Students were asked to rate their comprehension of the eight SMSC Learning Outcomes in a paper survey and asked whether they had anything else they would like to discuss.

In 2019, graduating senior assessment was expanded to include all graduating seniors instead of 15 volunteer seniors. Seniors received three emails in April asking them to complete a senior survey. (Appendix 9-3)

4. Student Survey of Instruction (SSI)
Our primary use of the Student Survey of Instruction centers on the response of students to the statement "I learned a lot in this course," which is taken as a partial indication of learning. This is especially helpful in courses in which content is almost completely devoted to particular learning outcomes, such as Media Law and Media Ethics.

5. Internship Supervisor Evaluations:
Internship supervisors access interns on their performance of the eight Learning Outcomes. Faculty internship supervisors use the same assessment form in each of the three programs. (See internship supervisor evaluations in Appendix 9-4.)

Summary of Assessment:
Early assessments helped us understand the need for more emphasis on the quality of student writing. We also noted the need for more regular feedback on student portfolios. We restructured our introductory writing class to limit class size. We streamlined our test for AP Style. We also added a pre-test and post-test to assess learning in our core classes.

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

External Assessment Reviewers are SMSC alumni who are working in the field and have excelled. Reviewers have worked in the profession for several years. Each reviewer completes an assessment via an online survey for one of the three SMSC program's student portfolios. The survey includes room for reviewer comments.

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

See Appendix 9-5 titled Student Awards.

6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess

their experience in the profession and to improve curriculum and instruction.

See Appendix 9-6 titled SMSC 2015 Graduate Employment Information. We were unable to identify current jobs for the following number of students in each area: Journalism & Broadcasting – 6; Multimedia Journalism – 29; Sports Media – 37; and Strategic Communications – 87.

The University sends out a survey to all OSU alumni every year in cohorts of two years back and five years back. The survey was revamped in the Spring of 2019. The new survey was sent out during the end of the spring and into the summer to alumni who graduated in 2013 and 2017. The results of the survey are contained in Appendix 9-7.